

THE NEED FOR FAMILY LIVING COURSES
IN CATHOLIC HIGH SCHOOLS

by

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INTRODUCTION

This study is the outcome of a felt need on the part of educators for a general evaluation of the Family Living Program in Catholic secondary education. Although courses in Family Living were introduced into the college curriculum some fifteen to twenty years ago, it is only recently that educators have become conscious of the place Family Living courses should have in the high school curriculum.

The purpose of this study was to ascertain the attitudes and concepts held by senior high school students towards family life in order to determine the value of offering Family Living courses for them. From experience and from the conclusions drawn from the McCord (1950) study, it is evident that students are leaving high school inadequately equipped to meet the demands made upon them in the world today. In view of this, it seemed advisable to find out what knowledge the students had, what they needed, and how this information could be presented to them at a time when they would most profit by it. Consequently, the McCord Agree-Disagree Test was used as a basis for determining the material to be taught in the area of Family Living.

REVIEW OF LITERATURE

Many changes have taken place not only in the physical structure of the home, in the family make-up, and in the

functions of the family, but particularly in the attitudes held by the different members -- attitudes towards themselves, towards the family, and towards the community.

The Industrial Revolution is credited with being the chief cause of family disintegration. The rapid shift from rural to urban life has had a greater effect on the family than one might have anticipated. In the beginning, small homes wherein the family pattern was fairly well followed made their appearance. As more and more people migrated to the city, their home life began to take on a totally different aspect. Tenements, hotels, and small apartments crowded the people. Paradoxically, instead of crowded living quarters bringing the members of the family closer together it tends to drive them apart causing each to search for happiness outside the home (Schmiedeler, 1931).

Migration has continued throughout the years. Our cities are becoming more and more thickly populated. New housing projects are continually constructed as may be seen from the large apartment blocks being built within the past years. Many of these, however, were not planned with basic family needs uppermost in mind. As a result, they are merely "efficient" houses, not homes. Twin Oaks in Kansas City, Missouri, is a typical example of housing a large number of people in a limited area.

A brief comparison of life in widely different areas may help to present a rather vivid picture of the change that

has taken place. The rural homestead was a scene of peace and contentment. The family was more of an industrial and economic unit than it is today. So much took place within the home. Work and pleasure were shared by all members of the family (Ross, 1941). Today, the modern family with two, one or no children, living in one of our modern "spacesavers" is a family in a somewhat different sense. Even as early as 1916, Cutler gave this description,

In the cities the single family dwelling is becoming surprisingly rare. For perfectly obvious and valid reasons it is being replaced by terraces, double houses, flats, apartment houses, tenements, and lodgings. Many families--there is reason to believe that it will soon be a majority of all families--are now living in these multiple dwellings, owning no residence and possessing no land. They have a right to use a balcony, a porch, or part of a veranda, some stairs and a hall, a section of the basement or the attic, and the public streets. There is no place for the children to play without disturbing the neighbors or obstructing the traffic on the streets...

Industrialism has transferred much of the work formerly done in the home to factories, stores, and offices. The ever-increasing number of labor-saving devices for the homemaker has increased her leisure time.

What effect has this had on the woman in the family? Burns (1949) stated that one out of every four women is employed outside the home. The fact that this includes many mothers might notably affect the spirit of the family and family life in general.

Schmiedeler (1930) stated that in a study made in Manchester, New Hampshire, in 1919, the United States Children's

Bureau found that: "Babies of mothers gainfully employed during the year preceding the baby's birth had a mortality rate of 192.2 per thousand, whereas the rate for babies whose mothers worked away from home was 227.5.

Haas (1930) stated:

...The evil arising from the employment of mothers is the lack of care and supervision suffered by infants and minor children because of their mothers' absence during the day. It is obviously difficult to measure this privation and its evil effects on children in a quantitative way...There are, however, certain effects on child life which arise in connection with wage-earning mothers, no matter what their causes. Among such effects may be mentioned: weakening of parental control, lowering of educational standards, and apparently excessive demands on children for services in the home.

A woman who assumes the responsibility of a mother owes it to her children to see that they get correct guidance. In homes in which the mother is absent the major part of the day, children lack the training of mind and heart which is so vital for them in their earliest years when the contact between mother and child should be very close.

Williams (1950) stated: "The upsurge of juvenile delinquency and its natural outgrowth, adult crime, can be partly blamed on the war, with its attendant laxities, its working mothers, its upheaval of families..." Thus it may be seen that the prime purpose of the family is greatly harmed by mothers in industry.

Hand in hand with labor-saving devices have come those that have to do with transportation and communication. The railroad, the automobile, and the airplane have given impetus

to the speed and freedom of the family. The automobile which could so well be enjoyed by the entire family, is today almost a menace for many adolescents. The motion picture, the radio, and television have had their share in contributing to the trend of thought and action of young people.

The motion picture, chief of all our commercialized recreation today, ranks high in the demoralization of youth. Even in 1934, McCarthy stated,

The themes of many of the shows are not calculated to raise the moral standards of our young people. When they see vice made attractive, they are very likely to lose their horror of it. Many of the pictures arouse and intensify adolescent impulses which are troublesome enough in the most favorable circumstances. The impatience of restraint is not minimized by the kind of pictures that have become the vogue, nor is civil obedience improved by them. When lawlessness is glorified, when successful disrespect for authority is kept constantly before the attention of the young, the effect must necessarily be bad...The motion picture is the greatest potential agent for good or evil. It is the deplorable fact that it has been enlisted more frequently in the cause of evil than it has been in that of good.

In an article entitled "Are Movies Better Than Ever?"

Kass (1951) stated:

The movie fare shows a tendency to reach out toward the unusual and unexpected...Obviously Hollywood and Europe are straining rather desperately to come up with something which will bear out the claim that movies are better...If their efforts are not always successful at least the intention behind making them deserves encouragement.

One could go on and on, but this seems sufficient to show the need for the redirecting of our activities for today's youth.

In considering the changes which have affected family life, the roles of each member of the family must not be

overlooked. The patriarchal family, long the accepted pattern, has gradually given way to the modern type of democratic family existing today where each person is recognized as having certain rights as a member of the family. Elder (1949) stated,

The traditional conception of the family holds that the father is head of the house, that the mother is entrusted with the care of the house and of the children and that in return for the unselfish devotion of the parents to their duties, the children owe their parents honor and obedience. Today, these values are being discarded by those who are creating developmental families, based on inter-personal relations of mutual affection, companionship, and understanding, with a recognition of individual capabilities, desires and needs for the development of each member of the family, be he father, mother, or child.

Through the changing status of the family these roles have been recognized and the developmental attitude thought to be accepted. However, an interesting study by Underwood (1949) revealed that fathers thought in terms of developmental concepts but their actual relations with their children were according to traditional concepts. In a study by Motz (1950) it was found that the appropriate role for the man is companionate...for the woman, traditional. Duvall (1946) found,

Mothers of lower social classes, Negroes, and those with older children tend to have more traditional conceptions than do mothers of higher status white mothers, and those with younger children....

In its transition from the traditional institution type of family to the person-centered unit of companionship that it is becoming, conceptions of the role of the parent and the child are shifting...traditional conceptions of parenthood remain in the lower middle and upper-lower class levels, where

recent migration, household drudgery, cramped living, and infrequency of opportunities to meet with other modes of adjustment keep both parents and children in line with traditional conceptions of role.

When the youths of this country were forced by the Industrial Revolution to leave their homes in quest of jobs, they took on a certain amount of independence. Parental authority was somewhat weakened.

This leads to the question of individualism, which is often interpreted in terms of complete freedom of the individual from group control. Individualism places self above all else. This is the spirit rampant in the world today, but it is not the spirit of our democracy. Elder (1949) stated: "Democracy does not imply the relinquishing of natural authority of parents...Parental guidance is best for social controls." Youth sometimes attributes a false freedom, even license to our democracy. Rationalistic thinking may be carried too far. Folsom (1943) declared that democracy was one of those words which means different things to different people. Individual interpretation has shown this to be all too true.

In the bulletin "Cardinal Principles of Secondary Education" the purpose of democracy is well-defined:

...so to organize society that each member may develop his personality primarily through activities designed for the well being of his fellow members and of society as a whole. Consequently, education in a democracy, both within and without the schools, should develop in each individual the knowledge, interest, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward nobler ends.

Folsom (1943) emphasized the importance of the family in a truly democratic society when he said,

...If it (the family) does not promote this individual freedom to develop, if it fails to build young people who are capable of making right choices, the truly democratic society can never come into being, and the incompletely democratic society of the present will fail to maintain, much less improve, itself.

At the White House Conference (1940) these statements were presented as convictions of the American people:

That democracy can flourish only as citizens have faith in the integrity of their fellow men and capacity to co-operate with them in advancing the ends of personal and social living.

That such faith and such capacity can best be established in childhood and within the family circle. Here the child should find affection which gives self-confidence, community of interest which induces co-operation, ethical values which influence conduct. Secure family life is the foundation of individual happiness and social well being.

For democracy to be meaningful, education must take place through experience in democratic living. This is best begun in the home. It is definitely in the home that children learn their responsibility to God, and in this responsibility their duty to others. The home must realize the Christian ideal and be filled with genuine Christian living. As Pope Pius XI (1929) declared,

In order to obtain perfect education, it is of the utmost importance to see that all those conditions which surround the child during the period of his formation, in other words, the combination of circumstances which we call environment, correspond exactly to the end proposed. The first, natural and necessary element in this environment as regards education, is the family, and this precisely because so ordained by the Creator Himself.

Children should be given opportunity for making choices of their own, and family decisions should be jointly made. Discipline is through self-control governed by guidance.

Recognizing the family as the basic social unit, it is easily seen that its instability and insecurity are doing great harm to our society at large. Practically every condition which formerly made for successful marriages has been touched by our changing relations in reference to the family. This has been recognized and many articles dealing with changing family conditions have been published to make the world at large conscious of the status of the family. A series of articles dealing with family life were presented in "Survey" for six consecutive months from December, 1949, to May, 1950, inclusive. In one of these Groves (1950) stressed the meaning of family life when she said,

...for a family is more than the sum of its personalities and their inter-relationships; it is the chief means of bringing to each of its members its own unique selection from the achievements of the past and the opportunities of the present...The family is the wellspring of the feelings and habits that can issue in a genuine social spirit that appears in broadening world mindedness as well as in true neighborliness and in the capacity for friendship.

Again the family was recognized as constituting a social problem by the increase of the divorce rate in the United States. In 1942, statistics showed one divorce for every six marriages. In 1952, the divorce rate was estimated at a ratio of one to four. Divorce is often the result of failure to make the proper adjustment. From the fact

that divorces are increasing, it appears that confusion as to its real cause exists. In 1880 Pope Leo XIII described the evils of divorce thus,

...Truly, it is hardly possible to describe how great are the evils that flow from divorce. Matrimonial contracts are by it made variable; mutual kindness is weakened; deplorable inducements to unfaithfulness are supplied; harm is done to the education and training of children; occasion is afforded for the breaking up of homes; the seeds of dissension are sown among families... Since, then, nothing has such power to lay waste families and destroy the mainstay of kingdoms as the corruptions of morals, it is easily seen that divorces are in the highest degree hostile to the prosperity of families and States, springing as they do from the depraved morals of the people, and as experience shows us, opening out a way of action to every kind of evil-doing in public and in private life...

There are forces too numerous to mention which cause tension in families. Family ties are weakened, but one often fails to see that it is the children who suffer most from these conditions, and who suffer unjustly. Statistics show that quarrels between parents rank second as a source of unhappiness in the lives of children (Landis, 1948). One might wonder if there is a possibility of reconstructing family life. Burgess and Locke (1945) predicted,

...The family will survive both because of its long history of adaptability to changing conditions and because of the importance of its function of affection--giving and receiving in personal satisfaction and in personality development.

Ross (1945) stated,

The first requisite for (family) reform is the restoration of religious ideals and a true comprehension of the dignity of successful married life and of parenthood...

Religion, therefore, can do much towards maintaining family stability, and with this as a foundation stone family life should have the integrating force needed today. As Father Peyton in his radio addresses continually reiterates, "The family that prays together stays together" so prayer should be the means of strengthening family ties. This, one realizes, is primarily the work of the family, but there is need for all who are intent upon conserving the family to take an active part.

The schools must use their influence and put into the curriculum today what they want of the people of the future. Not that the school is to take over the functions of the home--there can be no substitute for the home--but cooperation between home and school should help build families into more satisfying units. It was stated at the White House Conference on Children in a Democracy (1940),

That even in infancy and increasingly in later years the welfare of the child depends not alone upon the care provided within the family, but also upon the safeguards and services provided by community, State, and Nation.

What, therefore, is expected of the school? Douglas (1951) stated,

There has been in the last ten or twelve years, an acceleration of the pace toward the adaptation of education to the needs of life in the United States and in the world today. This adaptation is pointed towards areas for which adjustment must be made. Material acceleration in the practice of revamping the entire high school curriculum in order better to meet

the needs of young people and of modern life is now evident. Today there is underway in almost every state in the United States a movement which is rapidly becoming definitely a grassroots movement for the improvement of education for life adjustment. This new movement aided now by the National Commission on Education and more than twenty state commissions is ushering in a period of accelerated change in practice, the charter of which was set forth more than thirty years ago....

Sister Virginia Marie (1951) stated the purpose of the Life Adjustment program:

The advocates of a life adjustment program use the logical approach to secondary education--that formed by the changing student population, the demands of society, and the goals toward which the student is striving. Much of the old to be sure, is used but receives a shifting of emphasis. Much of the new is added, for the school has been forced to assume responsibilities formerly the work of other agencies. But all must be integrated so as to form a well-balanced, practical education. The Christian Life Adjustment Program sets forth its aim thus: "Life Adjustment Education is that which aims to help all youth to develop their God-given talents, whether few or many, and take their places in society as Christian citizens, whose lives are governed by Christian principles at home, in school, in the community, at work, and at play.

Kandel (1951) gave a fundamental basis when he said,

...for what kind of change are the advocates of education for a changing world planning to prepare? This question cannot be answered without examining what the present crisis means. An honest examination of the roots of the evil can only lead to one answer--that what the world needs is that humanity be restored to its moorings which are essentially moral and spiritual. Today we have more knowledge than we can use, but the purposes and objectives for which knowledge should be used have been put aside. The crying need in education today is not to prepare for a changing world, but to give that moral and spiritual discipline which will help humanity steer the change into a direction which will insure peace and stability to enable human beings to make the most of whatever

gifts they may be endowed with. Only in a world in which peace and stability are established can there be any hope for progress toward the ideals for which democracy stands.

Zimmerman (1949) stated,

...the making of a family is a serious business involving great self-sacrifice, requiring a very strong form of interest and trust in each partner and in the social system. Courses can make a real contribution to family stability if they can get exactly that idea across to the high school boy or girl. By alerting youth to the seriousness of establishing a home and family, by giving them some insight into the nature of the task, by starting them out with something more than good intentions we are fulfilling our task.

Force (1950) said, "In spite of considerable verbal and paper progress in the last decade, there is still an admitted lack of successful programs and courses related to the preparation for marriage and family living."

Hicks (1951) stated,

In some manner the school must teach boys and girls how they mature into adult beings, how to accept their role in life as male and female, how to develop emotional independence and security, and why they must learn to take responsibilities. The trend during the past two decades has been to foster immaturity...We need an all-out movement in the country when we will again stress the importance of truth and honesty, consideration for others, respect for authority, the understanding of the difference between right and wrong, the appreciation of the fact that happiness comes from within, and that life is fundamentally a matter of the spirit...the desire of all of us is to make the high school curriculum functional for all of the students of the high school and not the small minority who will continue their education in college. This will surely give to family life education a very significant place in our high school curriculum.

A number of studies made in the spring of 1949 showed the trend towards high school teaching of family living. To

quote but a few, Levingston stated,

On no school level are there greater opportunities for an educational program that will significantly influence family living than in the secondary school. Here we have represented the families of the mass of the population...These changes can only come as the result of a carefully planned long-time program. The school that makes a major contribution to family life in its community will be one in which there is a general understanding among faculty members of the nature of the critical problems that confront the family.

This was emphasized by York,

Progress is slow but the question of family life education in the secondary school is so important that all are welcoming the chances to discuss it seriously and to bring prejudice and fear out in the open...At the present time there is perhaps as much research being directed to problems in this field as in any other single field of sociological inquiry.

Morgan corroborated this,

Many, who some time ago thought that education for Family Life should be concentrated at the college level, or the adult level, now know that they were wrong. High school graduation presents terminal education for too many of our population for us not to concentrate at that level...

Osborne (1950) showed the growth of Family Living courses in the state of Illinois. She stated, "Six years ago there were only one or two schools teaching Family Living. Now, at the close of the 1949-1950 school year there are comprehensive, well-planned programs in more than twenty-five schools."

O'Brien (1950) pointed out,

Since the majority of our youth do not go to college we must prepare them for Catholic family life while they are in high school...The new interests which adolescence awakens in them can be correlated with the gradual unfolding of God's plan for the use of the divine endowment of sex to people earth with good citizens and heaven with saints.....

As the need for family living courses is evidenced from the foregoing, the problem of teachers is to so organize material to be included in these courses that the needs of the students will be met. In order to reach a greater majority a one semester course seems more advisable. Perry (1949) gave some indication of what family living courses should give to the student,

...Education for Family Living at the high school and junior high school levels should be approached from at least three angles. One approach to better understanding of problems of family living is through the individual's better understanding of himself. Students at these developmental levels are intensely interested in themselves and others with whom they come in contact...A second approach to the problem of helping our young students gain insights and skills for better family living is through social experience in their junior high and high school years...A third approach is through the dissemination of information to high school youth.

A number of suggestions for courses that follow the interest of the student from the ninth through the twelfth grades together with suitable references for both teacher and child were given by Groves (1944) who said,

High school students who are not going on to college have special need of a backlog of factual material as well as insight that can be of practical worth to them in their career of family living and marriage. Especially they should have training that will enable them to discriminate between scientific and unscientific sources of information to meet their later needs.

Although the suggested list is limited, an over-increasing number of books has become available within the past few years covering many phases of family living. If Family Living courses are to be effective, due consideration should be

given to the material to be incorporated into these courses.
A survey was made of the following books and bulletins presenting present day concepts:

- Duvall, Evelyn M.
Family Living. New York: The MacMillan Company.
396 p. 1950.
- Fedder, Ruth.
A Girl Grows Up. New York: McGraw-Hill Book Company.
227 p. 1948.
- Greer, Carlotta.
Your Home and You. Chicago: Allyn and Bacon. 727 p.
1947.
- Groves, Ernest R., Edna Skinner, and Sadie J. Swenson.
The Family and Its Relationships. Philadelphia:
J. B. Lippincott Company. 552 p. 1941.
- Justin, Margaret M., and Lucile R. Rust.
Today's Home Living. Philadelphia: J. B. Lippincott
Company. 747 p. 1941.
- Lloyd, Esther Jones, and Ruth Fedder.
Coming of Age. New York: McGraw-Hill Book Company.
280 p. 1941.
- Miller, Frances S., and Helen H. Laitem.
Personal Problems of the High School Girl. New York:
John Wiley and Sons. 419 p. 1945.
- Moore, Bernice M., and Dorothy Leahy.
You and Your Family. Boston: D. C. Heath and Company.
429 p. 1948.
- Schmiedeler, Reverend Edgar.
Marriage and Family Living. New York: McGraw-Hill
Book Company. 321 p. 1946.
- Van Duzer, A., and Others.
The Girl's Daily Life. Chicago: J. B. Lippincott
Company. 631 p. 1951.
- Experimental Resource Materials for Teaching Family Relationships in Junior and Senior High School. Springfield, Illinois: State Board for Vocational Education. Bulletin 95. July, 1948.

Experimental Resource Materials for Teaching Child Development in Junior and Senior High School. Springfield, Illinois: State Board for Vocational Education. Bulletin 109. 1949.

From this survey the writer concluded that the Family Living course might include the development of the following topics in each of the areas most vital to family living:

PERSONAL RELATIONSHIPS:

- Basic personality needs
- Influences affecting personality
- Growth pattern of the individual
- Characteristics of a pleasing personality
- Philosophy of life held by the adolescent
- Problems of the adolescent
- Attitudes towards one another
- Techniques and skills to be learned

FAMILY RELATIONSHIPS:

- Importance of the family
- Family patterns
- Standards of the family
- Rights and privileges of each member
- Responsibilities of each member
- Attitudes towards family members
- Cooperation and adjustment
- Planning together

MARRIAGE PREPARATION:

- Purpose of marriage
- Privileges and responsibilities of marriage
- Sense of values
- Attitudes and understanding of what marriage involves
- Emotional maturity
- Choosing a life partner
- Dating--courtship--engagement
- Finances
- Mixed marriages
- Adjustments

CHILD DEVELOPMENT:

Understanding and appreciation of parenthood
 Influence of heredity and environment
 Prenatal care of mother and child
 Development and birth of the child
 Understanding of the growth pattern of children
 Meeting basic needs of the child
 Guidance of children

PROCEDURE

The McCord Agree-Disagree Test (Appendix) was chosen for this study since it covers the most important phases of family living: personality development, family relationships, marriage preparation, and child development. The test consisted of one hundred fifty statements, twenty-three of which were in regard to personal relations, fifty-three were on family relations, thirty-three on marriage preparation, and forty-one on child development. So that guessing might not so easily enter into interpretation, the statements were marked by the student "Agree", "Disagree", or "Uncertain" according to the attitude held by the individual. The key answers to these statements are based on facts and concepts held by leading educators today, and help to reveal not only knowledge but attitudes as well (McCord, 1950).

A questionnaire (Appendix) was prepared by the writer, and checked by professors in the Child Welfare Department of Kansas State College, Manhattan, Kansas. Helpful suggestions led to a revision of the questionnaire. It was hoped

that completion of this questionnaire would give some idea of the background of the student and so be a help in analyzing data.

Before the opening of the scholastic term in September, one hundred twelve seniors answered this questionnaire preparatory to taking the McCord Agree-Disagree test. So that no misunderstanding or misinterpretation might exist, the students were permitted to ask questions relative to the questionnaire. Upon completion, the questionnaires were collected, and the McCord test, together with check sheets, was distributed. The students had been divided into three sections. Each section was sponsored by a teacher who had been instructed as to the method of administration. It was made clear that the test would in no way affect the scholastic rating of the student; that it was not a recorded test; and the subject was asked to express how she herself felt about each statement. The check sheets were marked "Agree", "Disagree", or "Uncertain" depending upon the knowledge of facts and the attitudes held by the students. The administration of the questionnaire and test took approximately seventy-five minutes. The tests were scored on the basis of one point for each response which corresponded to the response given in the key.

The attitudes and concepts which students held in the area of family living were shown by the responses to the test. A study of the test responses in each area indicated where greater emphasis needed to be placed in the formulating of a course in

Family Living. The course was planned accordingly and given to thirty of the senior girls during the first semester. Those taking the course formed the experimental group of this study. This group was not a selective group. It comprised the students who had registered for the course.

The analysis involved three specific stops. One, the first test was given to the entire group, and the responses analyzed in relation to the key. The test results of the experimental group were compared with the test results of the control group (those not registered for the course). This comparison showed the degree to which the experimental group was typical of the total group.

Second, the first test was studied in its relation to the McCord findings. The McCord study involved college freshmen, both boys and girls. Only the responses given by the girls in the McCord study were used in this comparison since the present study was concerned with senior high school girls. The subjects of the two studies were not only from different sections of the country, but they had attended schools of different educational policies. The majority of the students of the McCord study were graduates of public high schools, whereas all the students of the present study were Catholics attending a parochial high school. The results of certain items in the two studies were compared to note how the students agreed or disagreed in their attitudes and concepts of family living.

Third, at the end of the first semester, the McCord test was again given to the experimental group. The responses of the first test of the experimental group were compared with those of this second test. The coefficient of correlation was determined to indicate the relationship between the two tests. The percentages of the scores in both tests were found and the increase resulting from the comparison of these scores was determined.

The results of the study were summarized. Conclusions were drawn as to the value of including Family Living courses in the high school curriculum.

DATA AND ANALYSIS

Questionnaire Analysis

The questionnaire answered by the total group of students gives a brief picture of the background of each student. Since environment plays a large part in the development of an individual, a knowledge of the student's background is a help towards interpretation.

More than fifty percent of the parents of these students were high school graduates. Twenty-seven percent had a year or two of college, while two percent had not completed their elementary education. The mother, in most instances, was the one who had some college education. In answer to the question, "Do you expect to go to college?", those answering in the affir-

native were mostly students whose parent, or parents, had attended college. Business college was preferred by almost thirty percent of the group. This was to be expected, since more than two-thirds of these students were taking commercial courses.

Indicative of the fact that the period of adolescence is a period of indecision was the large number who gave rather vague ideas of what they intended to do when their school days were completed. Barrett (1944) stated,

...For these young people life itself becomes a warfare between the driving forces of the individual on the one hand and the external realities and internal reactions on the other.

The number of siblings in the homes of these students varied from one to thirteen. In the average home there were four children. Twelve percent had no brothers or sisters. Only one student expressed a dislike for children because "they always seem to make me nervous". This might indicate a need for a physical checkup, or it may be an indication of a lack of understanding of child development. This student was the youngest of four children. Her answer to "Have you a chance to be with children?" was "Not too much, only when I baby sit." Such a student might do well to find employment other than baby sitting. This student seemingly did not receive any pleasure from being with the family. She had no hobbies. She did not care for reading. In fact, she seemed to take little interest in anything. There is evident need

here for adjustment through guidance. The majority of reasons given for liking children were: "just like being with them," "interesting to see them do things," "baby sitting has made me want to help them," "they are themselves and have nothing against anyone," "their trust and confidence in you," and "their interest in all you tell them." About forty percent of the students were employed as baby sitters.

Ninety-eight percent of the students were living at home with their parents. In twelve percent of these homes, grandparents also resided. Less than one percent were from broken homes. This might indicate that stability in the home might easily be maintained. Many interests, recreational, social, educational, cultural and religious, with effort and planning, could be restored to the home and bring the family closer together (Schmiedeler, 1951).

In regard to reading, the daily newspaper plus current topic magazines were most prevalent in the home. Mission magazines ranked next. Very few books were evidenced. The Book-a-Month Clubs seemed to supply most of this reading. Career books and biographies were mentioned the greater number of times. Less than one percent were interested in mystery stories. The greater number of books were found in the homes of the better educated. In a research study by Asheim (1949) it was found that "the special skill required to make book reading comparatively easy and enjoyable limits the number of potential book

readers to those who have had the education which provides it."

Fifty-seven percent of the students indicated that they had a hobby. Of these, twenty-three percent had hobbies which took them from home. Among these were many sports including horseback riding, swimming, tennis, and bowling. The majority of hobbies could hardly be considered a contributive factor in the relations of the student in the family, unless they were enjoyed with other members of the family. Schmiedeler (1941) said,

Parents can show greater interest in the hobbies of their children. Grown-ups can participate more in the recreational activities of younger members of the family. Many of the former indoor games can be reinstated. All such measures would serve to foster a spirit of altruism and help to integrate our family world.

"Family Fun", on the whole, was expressed as "just like being together," "the feeling of being with those who understand you." These are indications of a good family spirit and a pleasing relationship within the family group. Understanding is essential, especially understanding of the adolescent. This was pointed out by Allers (1940) when he said,

...The need of individual understanding is even greater in the case of the adolescent than in that of other children. There is no other way to gain influence over a person than by means of understanding; if you do not know what kind of material you have in your hands, you never can fashion it. It has always been remarked that the problem of authority is one of the greatest in the education of adolescents; it becomes so great because of the difficulties of understanding the adolescent subjected to authority...No ago, therefore, is more difficult to approach and to manage than adolescence; nowhere is the educator, accordingly, more in need of a thorough understanding of the personality

he has to direct and to mould...To understand the adolescent mind, we have to become perfectly aware of the way it conceives itself and reality, so as to share completely its point of view.

Since eighty-three percent of the students did part-time work, the majority of these received their spending money from their own earnings. This might well entail a need for knowing how to budget their accounts so that good "money habits" might develop and money be used wisely. Nine percent had allowances, and the rest were given money as they needed it. Duvall (1950) presented the present trend,

There is general agreement now that children should have regular allowances as soon as they have use for money. This allowance should be the child's as he sees fit to use it, with only the supervision he may require to help him learn to use it well.

A democratic spirit seemed to prevail in the homes of seventy-two percent who stated that decisions were made by both parents with the children taking part in discussion. This is today's attitude. Quoting from Duvall (1950),

Families increasingly decide how the money shall be spent by a planning session in which each family member takes part...This has great advantages not only in making every member feel a real part of the family, but also in giving the younger members of the family training in planning and decision making.

It was interesting to note that when the mother made decisions regarding money matters, the other members in the family usually had little or no part in family discussions.

Test Analysis

For the purpose of test analysis, three groupings were made: (a) the experimental group, or the thirty who registered for the Family Living course to be given during the first semester; (b) the control group, or the eighty-two remaining seniors; and (c) the total group, or the one hundred twelve who took the test. The test contained one hundred fifty statements and was scored one point per statement in relation to the key. Figures 1, 2, and 3, showing histograms of frequencies, present a picture of this scoring. This distribution shows that the majority of scores fell between 90 and 100 in each of the two groups, the experimental group and the total group. The 80 to 90 interval contained the greatest number of scores in the control group. Table 1 presents the percentage of scores of each group in the intervals below 80, within the 80 to 90 range, and above 90.

Table 1. Percentage of scores.

Distribution of scores	:Experimental:	Control :	Total
Scores in each group in the distribution below 80	13.33	15.85	15.17
Scores within the 80 to 90 range	20.00	29.24	26.78
Scores above 90	66.66	54.87	58.03

These percentages show that the experimental group was nearly three percent less in the range below 80 than the control group; more than nine percent less in the 80 to 90 range; and almost twelve percent more in the scoring above 90. A number of the higher scores were in the experimental group. There was only one score in the 40 to 50 interval. This was in the control group. No scores fell below 40 nor within the 50 to 60 interval.

The mean, one of the most reliable measures of central tendency, was determined. It represents the central point about which the scores tend to group themselves. The majority of scores fell between 80 and 100. The highest scores was 117; the lowest, 41. The range of scores in the experimental group was from 69 to 117; in the control group, from 41 to 115. The mode for the experimental group was in the 90 to 100 interval; for the control group, it was bimodal with the majority of scores in the 80 to 90 interval followed by an almost equal number of scores in the 90 to 100 interval. The mean for each of the three groups was:

Experimental.....	92.00
Control.....	91.49
Total.....	91.67

These fell within a very close range so that the experimental group might be considered typical in regard to the knowledge and attitudes held by the students.

Class intervals	No. of frequencies
110-119.99	2
100-109.99	4
90-99.99	14
80-89.99	6
70-79.99	3
60-69.99	1
N	30

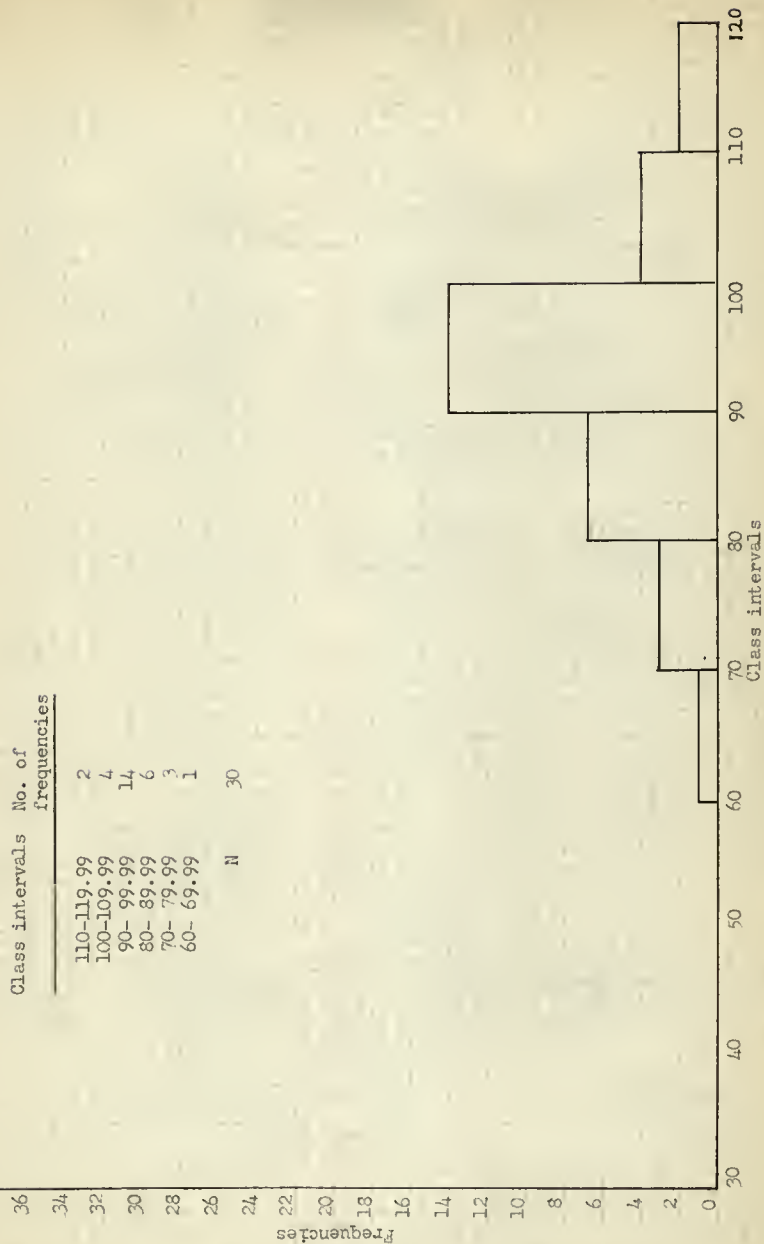


Fig. 1. Histogram of frequencies, experimental group.

Class intervals No. of
frequencies

110-119.99	6
100-109.99	17
90- 99.99	22
80- 89.99	26
70- 79.99	7
60- 69.99	5
50- 59.99	0
40- 49.99	1

N 82

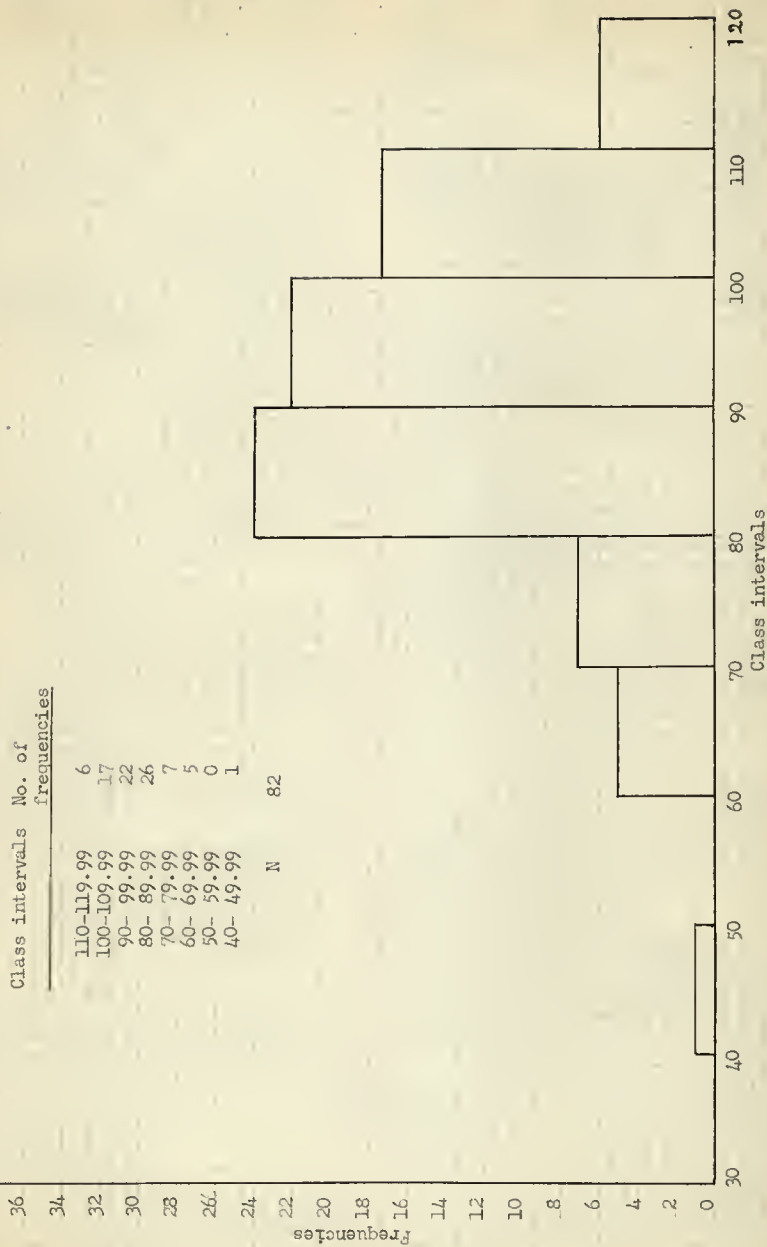


Fig.2. Histogram of frequencies, control group.

Class intervals	No. of frequencies
110-119.99	8
100-109.99	21
90-99.99	36
80-89.99	30
70-79.99	10
60-69.99	6
50-59.99	0
40-49.99	1
N	112

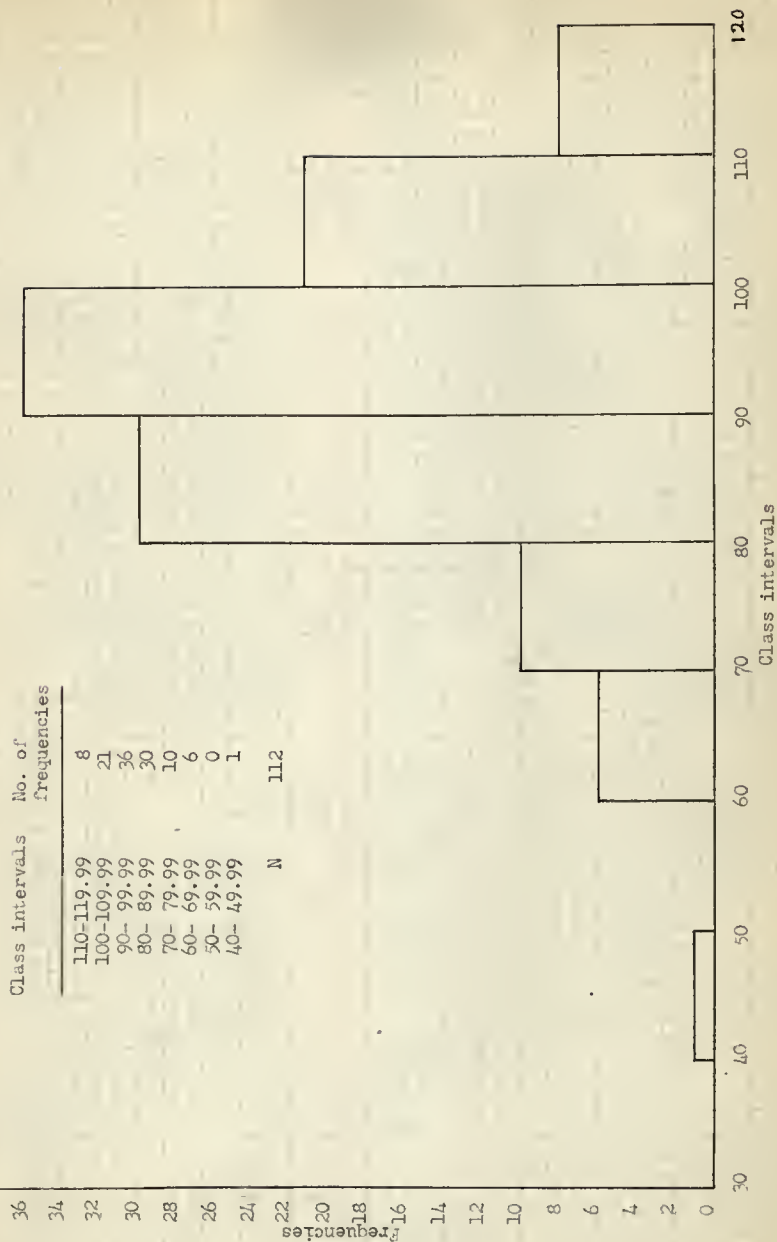


Fig. 3. Histogram of frequencies, total group.

In order to see how nearly alike the individuals in the group were, the standard deviation of the scores of each group was determined. This measures approximately the middle two-thirds of the distribution and shows how widely the scores are scattered about the mean. The standard deviation for each of the three groups was:

Experimental.....	9.02
Control.....	13.32
Total.....	12.62

Table 2. The index of variability of the three groups showing the range of each percentage.

Experimental Group						
			9.02			
-3	-2	-1		1	2	3
64.94	73.96	82.98	92.00M	101.02	110.04	119.06
	3.33	16.66	66.66		6.66	6.66
Control Group						
			13.32			
-3	-2	-1		1	2	3
51.53	64.85	78.17	91.49M	104.81	118.13	131.45
	3.65	12.19	63.41		20.73	0.0
Total Group						
			12.62			
-3	-2	-1		1	2	3
53.81	66.43	79.05	91.67M	104.29	116.91	129.53
	2.67	12.50	67.85		16.07	0.89

The value of the standard deviation is its usefulness in indicating variability. Table 2 gives the index of variability of the three groups.

A study of the test responses in each area was made to determine where greater emphasis needed to be placed in the formulating of a course in Family Living. Table 3 indicates those statements to which forty to fifty percent of the students disagreed with the key, and those statements to which twelve percent or more of the students checked uncertain.

In analyzing the responses given by the students to the McCord Agree-Disagree test, each area was studied separately. Each statement in the four areas was checked in relation to the key, either "Agree," "Disagree," or "Uncertain." A similarity of agreement or disagreement was noted in some of the responses given by both the experimental group and the control group. Using this similarity as a basis for analysis, the statements were recorded under each area in table form, and analyzed in the light of the responses from the questionnaire.

Personal Relations. Table 4 shows more than twenty-five percent of either the experimental group or the control group disagreeing with the key, or expressing uncertainty. In five of the twenty-three statements on Personality Development, there was more disagreement than agreement with the key. These were statements 1, 7, 10, 15, and 22.

"Adolescents want to be free of parental authority," was answered in the negative by those, who judging from the ques-

Table 3. Statements (S) checked disagree (D) by forty to fifty percent of the total group, and checked uncertain (U) by more than twelve percent.

Personal relations			Family relations			Marriage preparation			Child development		
S	D	U	S	D	U	S	D	U	S	D	U
1	50.9		26	90.0	16.0	77	45.5	17.8	110		45.5
7	44.6	13.3	27		20.5	79		19.6	111		13.3
8		12.5	28			83		13.3	112	57.1	
10	41.9	30.3	29	47.3	20.5	84		17.8	113	64.2	
11		45.5	32	65.1		85		19.6	114	64.2	
14		12.5	36		19.6	86		25.0	115		17.8
15		12.5	37		25.3	87		14.2	117	85.7	
18		16.0	39	45.5	25.3	88		40.1	121		46.4
19		12.5	40	62.5	12.5	90		21.4	122		29.4
22		24.1	41	47.3	14.2	91		40.1	124	54.4	
23		17.8	42		42.8	92	42.8	33.0	125	56.2	
			43		16.0	93		12.5	127	42.8	14.2
			44		22.3	94		19.6	128		49.1
			46		16.1	95		13.3	129		25.8
			47		23.2	97	70.5	16.1	130		29.4
			48	50.0	13.3	98		14.2	132		46.4
			51	81.9		102		21.4	133		13.3
			52		19.6	103		17.8	134		22.3
			55	91.9		105		17.8	136		31.2
			56		14.2	106		23.2	140	71.4	14.2
			57		16.9				141	75.8	24.1
			59		12.5				143		20.5
			62		21.4				147		12.5
			63		20.5				148		19.6
			65		16.1						
			67		25.0						
			70	75.0	13.3						
			71	95.5							
			72	66.9							
			74		21.4						
			75	58.9	19.6						
			76	56.2	16.1						
			78		24.1						

tionnaire, have enjoyable times with their parents. The families, in this case, were usually large--eight or more children--most of them younger than the student who took the test. Responsibilities placed upon the child in the way of helping with the younger children were evidently pleasant ties helping to bind the family together. An understanding parent in a good Christian home might be responsible for the attitude held (Schmiedeler, 1949).

Table 4. Comparison of statements choocked disagree or uncertain by more than twenty-five percent of either the experimental or the control group.

Disagreement		Uncertainty	
Experimental	Control	Experimental	Control
1	1	10	10
7	7	11	11
10	10	22	22
12	12		
15	15		
17			
	18		
19	19		
22	22		

In regard to the statement, "If we do not get along well in our family we probably will not get along well with others outside the family," those answering contrary to the key were students living in homes where conflicts were seemingly not too satisfactorily settled; where the student's opinions were, perhaps, not given much consideration; and where she had to

seek outside the home the affection and understanding lacking in her family relations. The student evidently had little or no contact with small children, or was the youngest whose individuality may have been hidden in the attempt of parents to pattern her after her elder siblings. Most of these students were doing part-time work which was keeping them away from the home a great deal of the time. These students, on the whole, did not seem to care for reading, nor had they hobbies which might have helped keep them within the family circle.

The general disagreement with which the statement, "If a person feels a need to boss others he is not mature," was met, suggests a lack of knowledge regarding development. It is during the period of adolescence that this knowledge is most beneficial.

"Adolescents regard the opinions of their parents more highly than those of their friends" was answered in the affirmative by those whose parents seemed to be understanding; whose interests were shared; and where a democratic type of life existed in the home. This was indicated by some of the responses given to the questionnaire.

"Separate schools for boys and girls are best during adolescence" is a statement with which the key disagreed but which thirty-seven percent of the group marked "agree" and twenty-four percent marked "uncertain". According to Catholic belief this statement would be true. However, due to circum-

stances, such as inability on the part of a diocese or a parish to financially support individual schools, there are some Catholic co-educational schools. The awareness of this condition may have caused the uncertainty expressed. Catholic belief in this respect is clearly defined by Pope Pius XI who, in his Encyclical Letter on "Christian Education of Youth", stated,

...False and harmful to Christian Education is the so-called method of co-education. This, too, by many of its supporters is founded upon naturalism and denial of original sin; but by all, upon a deplorable confusion of ideas that mistakes a leveling promiscuity and equality, for the legitimate association of the sexes. The Creator has ordained and disposed perfect union of the sexes only in matrimony, and with varying degrees of contact, in the family and in society. Besides there is not in nature itself which fashions the two quite different in organism, in temperament, in abilities anything to suggest that there can be or ought to be promiscuity, and much less equality in the training of the two sexes. These in keeping with the wonderful designs of the Creator are destined to complement each other in the family and in society, precisely because of their differences, which therefore ought to be maintained and encouraged during their years of formation, with the necessary distinction and corresponding separation according to age and circumstances. These principles, with due regard to time and place, must be in accordance with Christian prudence, be applied to all schools, particularly in the most delicate and decisive period of formation, that namely of adolescence...

The response to "Timid people usually are not popular" showed a need for an understanding of personality development. The students who came from small families were of the greater number to disagree with this statement. A few students who, judging from appearances, were rather timid, also disagreed with this statement. This might indicate an unwillingness

to face reality. Allers (1940) stated, "The adolescent, however, is simply not at home in reality. To make him feel so, one has to make reality homelike to him."

The indication that privileges for both sexes be equal showed a need to understand the position of the child in the family. This was apparent in the response to "Boys in the family are allowed more privileges than girls" and "It is more important for girls to be well-groomed than boys."

Family Relations. Table 5 shows more than twenty-five percent of either the experimental group or the control group disagreeing with the key, or expressing uncertainty. In the area of Family Relationships, there is an indication of a carry-over, if not an actual patriarchal home. This was indicated in fourteen statements where there was more disagreement expressed by the students than agreement with the key. Taught obedience from earliest childhood, the child sees in the parent a guide, a helper. This brings to mind the seven family functions in a democracy that are a challenge to all today, as stated by Duvall (1950):

- (1) encourage individual development,
- (2) Provide for personal security,
- (3) promote freedom with responsibility,
- (4) foster easy mastery of the tools of our culture,
- (5) nurture sensitivity to and concern for other,
- (6) provide constructive opportunities for building
dynamic peace,
- (7) strengthen the family itself.

Table 5. Comparison of statements checked disagree or uncertain by more than twenty-five percent of either the experimental or the control group.

Disagreement		:	Disagreement	
Experimental	Control	:	Experimental	Control
25	25		46	46
26	26		47	
29	29		48	48
31	31		51	51
32	32		52	52
33	33		55	55
	34		56	56
	35		65	65
36	36		67	67
	37		70	70
39	39		71	71
40	40		72	72
	41			74
42			75	75
43			76	76
Uncertainty				
Experimental			Control	
	37			37
	42			42
	47			
				67
	74			76

Even with changing conditions of the time, obedience in the home is compatible with wholesome and wholehearted democracy. However, a certain amount of independence, initiative, and freedom on the part of the child must be recognized by the parents and encouraged in the training of the child. Kempf

(1941) said, "Youth's desire for independence, its new consciousness of self, its desire 'to amount to something' offer opportunity for guidance, especially moral guidance." The tendency to continue the pattern set by parents even though one thinks in terms of present-day democracy, was demonstrated in Underwood's study (1949) on "Student Fathers with their Children." This might account for the students' reaction to statements 26, 29, and 41, in which they agreed that the father should be the head of the family, the disciplinarian, and should enforce rules which no circumstances might alter.

"If a husband and wife do not get along well together, having a child will help bind them together." More than sixty-six percent agreed with this statement although the key disagreed. These students may have realized the duties and responsibilities parents have towards the children they bring into this world. Marriage, in the Catholic Church, is indissoluble regardless of circumstances affecting the married couple later. Because parents must sacrifice for their children and must help them work out their destiny, parents find in them "a mutual interest more cohesive than any other binding force" (Schmiedeler, 1941). A child may be the means of bringing some happiness into an otherwise unhappy marriage. An understanding of what a child should mean to parents was stated by Walsh (1946),

The Christian father and mother of children will not only people the earth but the Kingdom of Heaven. Their children are born not only to fill the earth, but to fill the Church with true worshippers of God, and true believers in Christ, believers that know

God and love Him and finally enjoy Him in His infinite beauty and happiness for all eternity. Thus their children are a talent given by God to them, with which they work until the Day of Judgment when they restore it to Him with interest in terms of souls trained to holiness and to a glorious eternal destiny.

"Jealousy between children in the same family is natural and to be expected." Those disagreeing with this statement, or who were uncertain about it, came from families in which there was a wide range in the ages of siblings. In a few instances, the student was an only child and so may have lacked the experience which might have caused her to respond in the affirmative to this statement.

Although a number agreed that "The main reason for so much juvenile delinquency today is that parents are not strict enough"; yet, they were uncertain as to whether "Parents expect too much of their children." This may indicate a need for better understanding among family members.

"Women should not work outside the home after marriage unless it is a financial necessity" showed almost universal agreement whereas the key disagreed. This is another instance where the Catholic attitude might affect response. The Catholic Church teaches that the prime purpose of marriage is the procreation and education of children. The accomplishment of this purpose is often hindered when women continue to work after marriage. Schmiedeler, in 1930, claimed this condition to be one of the causes for birth control which is definitely

condemned by the Catholic Church. He stated,

There is undoubtedly some relation between birth control and women in industry. The fact that so many women work is a direct temptation to practice birth control. Married women are led into the practice by the desire to retain their position and income....

Pope Pius XI (1930) in referring to birth control declared,

...But no reason, however grave, may be put forward by which anything intrinsically against nature may become conformable to nature and morally good. Since, therefore, the conjugal act is destined primarily by nature, for the begetting of children those who in exercising it deliberately frustrate its natural power and purpose, sin against nature and commit a deed which is shameful and intrinsically vicious.

Authorities in the field agree that the formative years of the child's life are the most important and should be the mother's chief concern and care. The child is affected by the loss of contact between mother and child which should exist.

In the opinion of the writer, the parental role seemed confusing to the majority of students. This was apparent from the uncertainty expressed in statements 37, 42, 47, 67, 74, and 76. These refer to democratic practices, competition between the children, jealousy of parents in regard to their children, mother's position in the home, and the attitude held that parents talk too much about their children. Just what responsibilities the parents have towards their children, and vice versa, seemed not clearly understood. Duvall (1950) said,

Being a family member has definite privileges and rights. It also entails certain responsibilities for each of us. If you are to enjoy the privileges, you should assume the responsibilities, in order to be a good family member.

If students are confused in their thinking in reference to the relationships existing within the family, this may seriously affect not only the families of which they are members but also the families which they may form in the future.

Marriage Preparation. In the area of Marriage Preparation more uncertainty was expressed than disagreement with the key. If marriages are to result in successful family living then the purpose and the obligations of marriage need to be clearly understood. Table 6 shows more than twenty-five percent of either the experimental group or the control group disagreeing with the key, or expressing uncertainty.

Table 6. Comparison of statements checked disagree or uncertain by more than twenty-five percent of either the experimental or the control group.

Disagreement		Uncertainty	
Experimental	Control	Experimental	Control
77	77	79	86
83	83		83
	84	88	90
92	92		91
95	95	91	92
97	97	92	
98	98	94	
102			106
	105		

The statements 77, 92, and 97, in the area of Marriage Preparation, discussed in the following paragraphs, had a greater percentage of disagreement than agreement with the

key. "The standards of dating couples should be largely the responsibility of the girl." More than fifty percent disagreement with the key might indicate the realization, by the students, of the part emotions play in the lives of a boy and a girl. McCarthy (1934) inculcated this teaching when he said,

...I think that it is eminently desirable to inform girls that sex is more quickly and easily aroused in the average boy than it is in themselves. They may thus be warned against allowing familiarities which to them may be only signs of affection but to the boy are causes of grievous temptation.

Religious teaching of morality is a safeguard for our youth of today. Self-denial, control of the will and emotions are effective means for maintaining high standards, and for living one's life in God and for God. This is necessary, and was corroborated by McCarthy (1934) who said,

A theory of morality that looks only to the good of this life, whether it is the welfare of the individual or of society, is incomplete. We know with certainty from reason and revelation that man has responsibilities to God, and education must fit him for success in living up to these duties.

"There is no such thing as love at first sight," by more than seventy-five percent of either disagreement with the key, or uncertainty, showed that attraction, emotion, and love were not clearly defined by the individual. Movies have done a great deal to confuse adolescents in this respect. McCarthy (1934) remarked,

...the shows which, through want of thought or of plot or of beauty, substitute the morbid and criminal and indecent are a positive menace to the welfare of society, for the moral tone of society is determined by the ideals of its members and many of

the pictures on the screen...are of a nature to lower the ideals of our people. That is especially true in the case of the adolescent. He has not yet solidified his standards of conduct by long practice. He is tremendously moved by the example of others, and is a hero worshipper. Some of the heroes and heroines of the screen are not fit models to be set before our youth...To the thoughtless adolescent, the motion picture people easily come to be regarded as paragons of success. He is moved by the glamour that is artificially created. The American motion pictures, and their foreign imitators, have set a false standard of values socially, economically, and morally.

Under the Legion of Decency, a movie board of review was established, pictures were classified, and individuals were asked not to patronize those that were declared unfit (Schmiedeler, 1946).

"Marriage should be a private affair between the two individuals, not a matter for public regulation." More than seventy percent answered "Agree" to this statement, more perhaps, from a misunderstanding of what is meant by public regulation than from agreement.

A rather large percentage, more than forty-five percent, showed uncertainty in regard to "Individuals from homes in which the parents are happily married are a better marriage risk than those from broken homes." Since less than one percent of the students were from broken homes, they probably were not cognizant of conditions resulting from broken homes.

The majority agreed that the engagement period was necessary. Duvall (1950) said, "Engagement is a period of learning to know each other well, getting used to being a couple, and

planning ahead for marriage." However, many things which should be well considered before marriage would seem to be almost completely overlooked by more than forty percent who were uncertain about "There is a strong relationship between the length of time a couple have known each other and the permanence of their marriage." Twenty percent were uncertain about the two statements, "Most marriages could succeed if both partners care more about the relationship than they do about their personal whims," and "People expect less of each other in marriage than they used to." More than half who disagreed with the above statements were from families who had not older brothers or sisters who had married.

"Differences in interests are seldom a cause of conflict in marriage." More than twenty-four percent disagreed with the key and more than seventeen percent were uncertain. From the responses given, the students probably used their own families as a criterion for judging. Experience with differing interests was evidently slight since the students, in this instance, seemed to have pleasant and satisfying family relationships.

A need for understanding Catholic teaching was evident from the fact that more than twenty-three percent of the students were uncertain in their response to "Boys should conform to the same moral standards as girls" and "A secret marriage is desirable under some circumstances. Healy (1948) gave the Church's pronouncement which shows that secret marriages are

not sanctioned by the Catholic Church:

The Catholic Church normally requires the public and repeated announcement, or "banns" of intended marriage between its members. In the case of "mixed marriages" it regularly insists upon some form or period of instruction before the ceremony takes place.

Present statistics on marriage and divorce seemed to be almost unknown to the majority of students. Between forty and fifty percent of the students disagreed with the key or showed uncertainty with reference to "Boys and girls tend to marry at an earlier age today than did their grandparents" and "More teen-age marriages end in divorce than those of any other age group.

Landis and Landis (1948) reported their findings of age and divorce relationship stating that fourteen and three-tenths percent of the marriages ended in divorce when the husband and wife were twenty years of age or under at the time of the marriage. As the ages increased, the percentage of divorce was lessened. Only two and three-tenths percent divorces resulted when both parties were thirty-one years of age or over when the marriage took place. In the opinion of the writer, it appears that a knowledge of these facts might make the student cognizant of the fact that marriage should not be entered into without due deliberation and consideration of all that marriage entails. The students may realize the need of foresight that often comes with maturity.

Two-thirds of the students who disagreed with the statement "Individuals who have a wide variety of friends through

their development have a more successful marriage than those who lead a more isolated existence" were from small families. Some of these students evidently did not come into contact with many people. Hobbies in which they engaged were "collection" hobbies. These could easily be taken care of by individuals. Only two percent of this group did part-time work outside the home.

Child Development. In the area of Child Development there was more disagreement than agreement with the key in response to nine statements: 112, 113, 114, 117, 124, 125, 132, 140, and 148. These refer to the duties of parents towards their children, guidance of the child, blind obedience on the part of the child towards parents, and factual knowledge regarding child development. There was more uncertainty than agreement with the key in the responses to statements 110, 121, and 128. These have reference to hereditary factors, early development of the child, and the need for affection. Table 7 shows more than twenty-five percent of either the experimental group or the control group disagreeing with the key, or expressing uncertainty.

The majority of these statements are a result of factual knowledge. Most of those students whose responses agreed with the authoritative key seem to have had actual experience with small children. Some of the students were baby sitters, while others had helped care for younger brothers or sisters. Contacts with family members that led to the cultivation and on-

joyment of mutual interests might have made these students aware of the reactions of children at different ages. An indication of a dominating home was again evidenced in the response to such statements as "Children should be taught to obey without question," and "A good child is one who keeps clean and neat, and obeys his parents."

Table 7. Comparison of statements checked disagree or uncertain by more than twenty-five percent of either the experimental or the control group.

Disagreement		Uncertainty	
Experimental	Control	Experimental	Control
	110	110	110
111		121	121
112	112		123
113	113	128	128
114	114	129	129
117	117	130	130
	123	136	136
124	124		143
125	125	147	
126			
127	127		
128	128		
129			
130	130		
131			
132	132		
	135		
136			
137	137		
138			
140	140		
141	141		
146	146		
148	148		

In general, it may be stated that the amount of uncertainty expressed in the responses to the statements in all four areas suggests that confusion existed in the minds of a number of students. At this period of the student's life when many important decisions are to be made, it is essential that the confusing thoughts and ideas held by the students be given satisfying solutions. The percentage of disagreement with the key might indicate that the students were not cognizant of many of the present-day concepts in regard to the family. Basic principles underlying the student's relations with the family and with others need to be inculcated.

McCord Study versus Present Study

A comparison of the results of the McCord study with the results obtained in the present study shows some interesting facts. Each area was studied separately. The percentage scores of the girls' group in the McCord study were compared with the percentage scores of the present study. Those statements and percentage scores recorded in table form showed a difference between the studies of more than ten percent of agreement, or disagreement, with the key.

Although the key agreed with the statement (1) "Adolescents want to be free of parental authority", both studies showed less than fifty percent agreement with the key. However, in (8) "It is normal for adolescent boys and girls to want to be independent," relative to the above statement, there

was forty-two percent more agreement in the McCord study and thirty-four percent in the present study.

Responses to the statements (18) "Boys in the family are allowed more privileges than girls," and (19) "Boys and men have an easier time in life than do girls and women," showed a forty-six to fifty-seven percent agreement with the key and twelve to twenty-five percent uncertainty.

Table 3. Comparison of percentage scores showing a difference between the two studies of more than ten percent of agreement, or disagreement, with the key.

Personal relations								
McCord study				:	Present study			
Statement:Key:				:				
	A	D	U	:	A	D	U	
1	A 49.4	37.9	12.7		43.7	51.0	5.3	
6	D 87.3	4.6	8.1		79.5	13.4	7.1	
7	A 55.2	31.0	13.8		42.0	44.6	13.4	
8	A 91.4	4.6	4.0		77.7	9.8	12.5	
12	A 41.4	41.9	16.7		57.1	35.7	7.2	
17	D 39.1	9.2	1.7		74.1	24.1	1.8	
18	A 46.6	37.9	15.5		57.1	26.8	16.1	
19	D 54.6	20.1	25.3		50.9	36.6	12.5	
22	D 89.6	2.3	8.1		37.5	38.4	24.1	

Thirty-one percent of the students showed disagreement with the key in the McCord study and forty-four percent showed disagreement in the present study in the response to the statement (7) "If we do not get along well in our family we probably will not get along well with others outside the

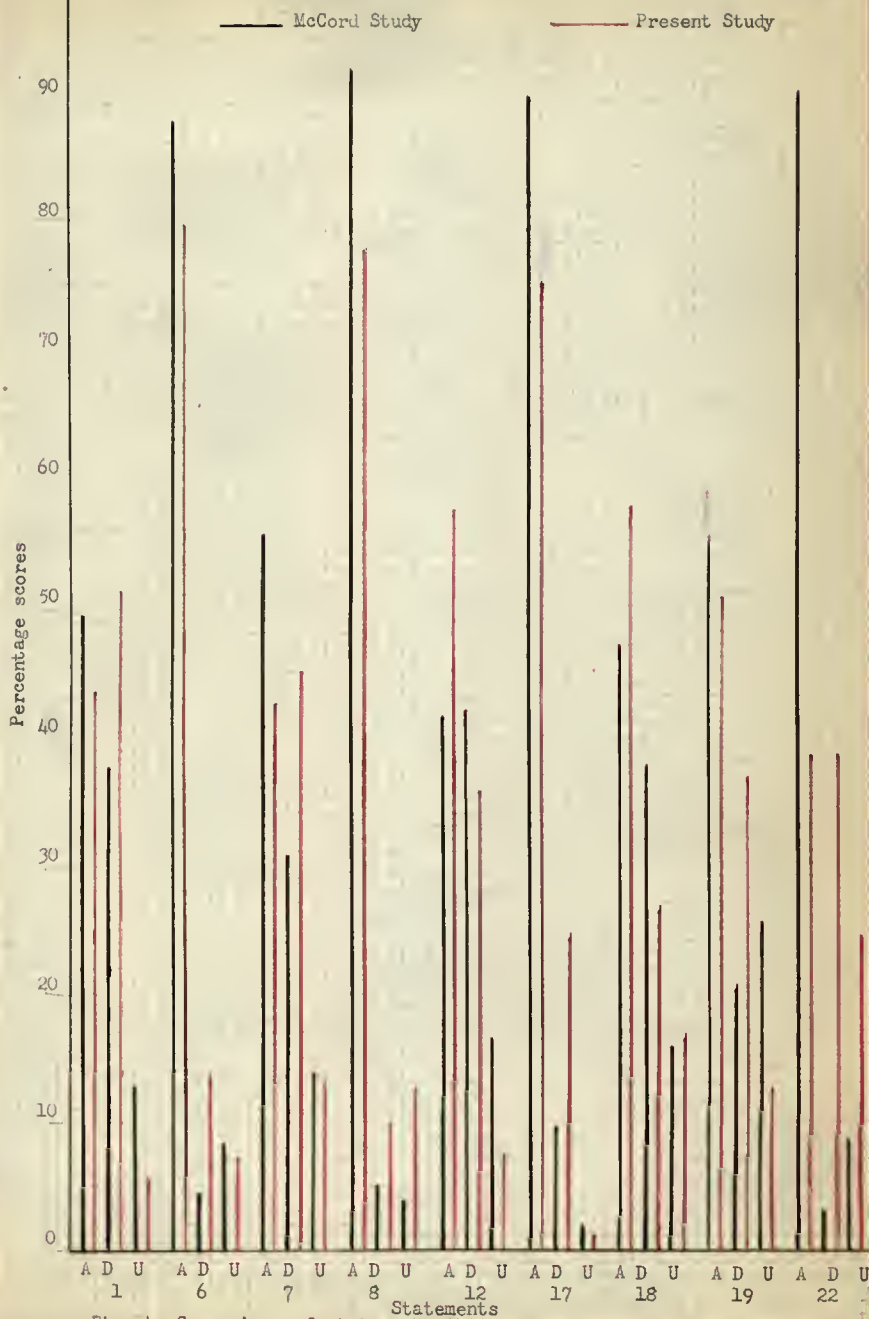


Fig. 4. Comparison of statements differing in response.

family." The statement (12) "Timid people usually are not popular" had respectively forty-one and thirty-five percent disagreement with the key. A graphic picture of the comparison of these statements is shown in Figure 4.

Table 9. Comparison of percentage scores showing a difference between the two studies of more than ten percent of agreement, or disagreement, with the key.

Family relations								
McCord study				:	Present study			
				:				
Statement	Key	A	D	U	:	A	D	U
24	D	85.4	6.9	8.6	:	79.4	18.8	1.8
25	D	74.7	17.2	8.1	:	59.8	38.4	1.8
26	D	27.6	60.9	11.5	:	7.1	91.1	1.8
27	D	79.9	6.9	13.2	:	64.3	19.6	16.1
28	D	63.5	10.5	26.0	:	56.3	23.2	20.5
29	D	48.3	25.3	26.4	:	44.6	47.3	8.1
31	A	63.8	23.0	13.2	:	54.5	35.7	9.8
32	D	42.5	29.3	28.2	:	16.1	65.2	18.7
33	D	31.6	59.2	9.2	:	53.6	42.0	4.4
34	D	73.6	13.2	13.2	:	63.3	26.8	9.8
35	D	79.3	13.8	6.9	:	69.6	24.1	6.3
36	A	29.3	44.8	25.9	:	45.5	41.1	13.4
40	D	50.6	28.7	20.7	:	23.2	62.5	14.3
41	D	62.1	21.3	16.6	:	43.8	47.3	8.9
42	D	69.5	10.9	19.6	:	34.8	22.3	42.9
43	D	84.0	8.0	8.0	:	67.8	16.1	16.1
46	D	63.2	14.9	21.9	:	47.3	37.5	15.2
47	D	42.5	33.9	23.6	:	54.5	22.3	23.2
48	D	38.5	39.7	21.8	:	36.6	50.0	13.4
50	D	75.9	10.3	13.8	:	77.7	18.7	3.6
55	D	19.6	73.5	6.9	:	5.3	92.0	2.7
57	D	93.2	1.1	5.7	:	82.1	.9	19.0
59	A	22.0	1.1	6.9	:	76.8	10.7	12.5
60	A	86.8	6.9	6.3	:	75.9	16.1	8.0
65	D	53.4	25.9	20.7	:	34.8	50.0	15.2
73	A	93.2	3.4	2.9	:	83.9	7.2	8.9
74	D	63.8	20.1	16.1	:	53.6	27.6	18.8

In the area of Family Relations there was more disagreement with the key than in the other three areas. Those statements and percentage scores recorded in table form showed a difference between the studies of more than ten percent of agreement, or disagreement, with the key.

Less than fifty percent of the students in both studies indicated agreement with the key in statements 26, 29, 32, 48, and 55. These statements refer to the father as head of the family and also the disciplinarian; the parents' attitude towards older children in comparison with their attitude towards younger members of the family; the responsibility of parents to protect their children from hardships; and the attitude toward women working after marriage.

A range of fourteen to forty-two percent uncertainty was expressed by the subjects in both studies in statements 28, 40, 42, 46, 47, 65, and 74. These statements refer to the uncertainty of the student as to whether mothers are too easy on their children; what causes juvenile delinquency; the meaning of democracy in the family; the attitude of family members towards one another; the value of competition; and the mother's place in the home. Figure 5 may present more clearly the disagreement with the key, and the uncertainty, expressed in this area of Family Relationships.

Those statements and percentage scores showing a difference between the two studies of more than ten percent of agreement, or disagreement, in the area of Marriage Preparation are

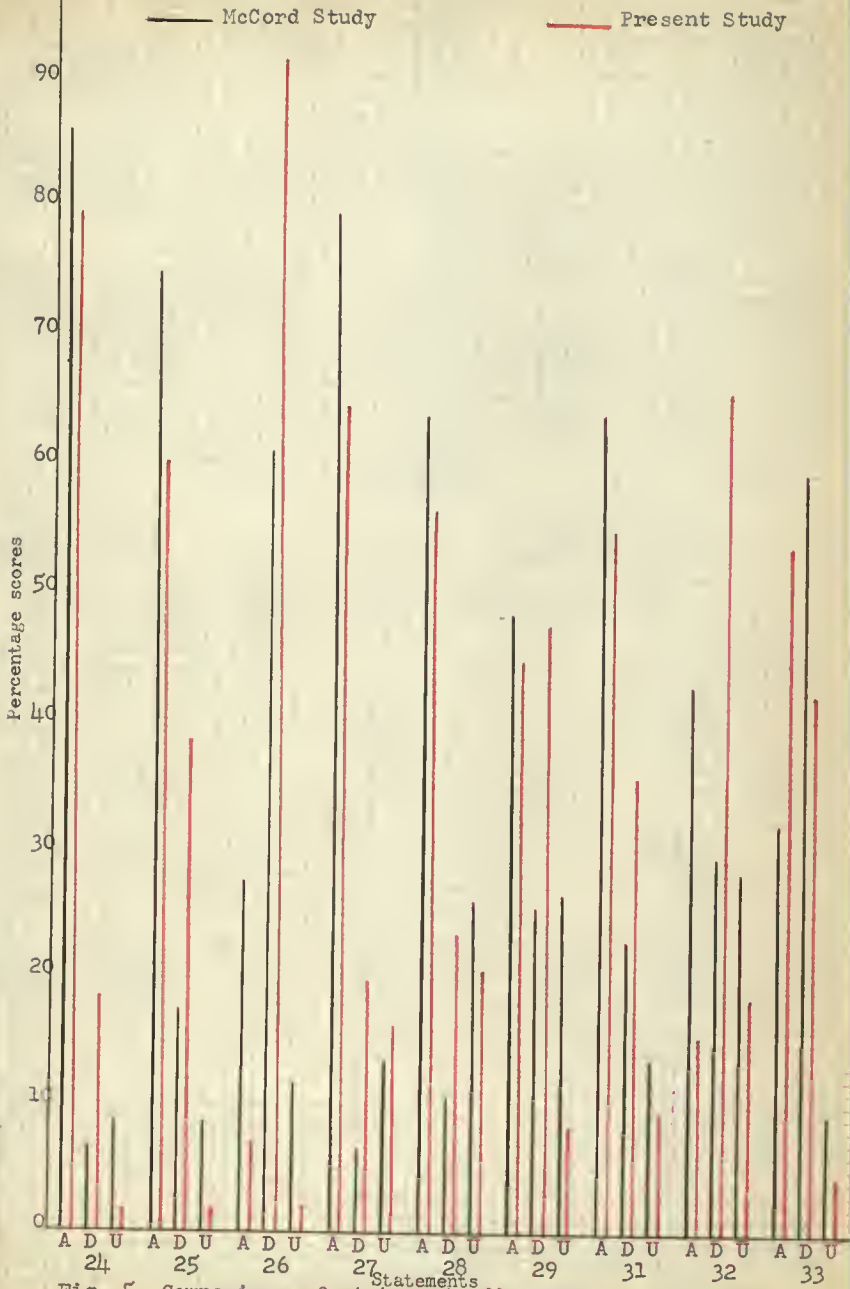


Fig. 5. Comparison of statements differing in response.

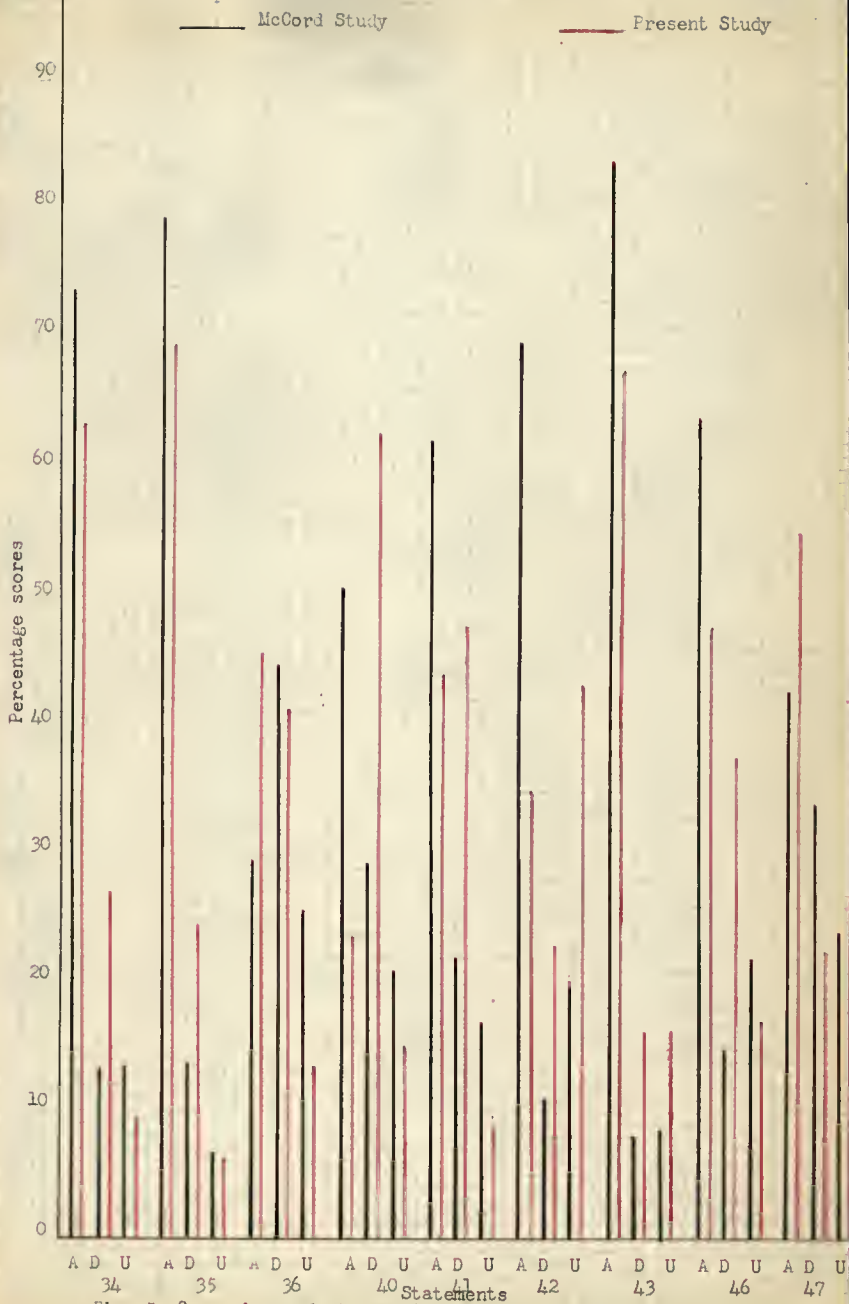


Fig. 5. Comparison of statements differing in response.

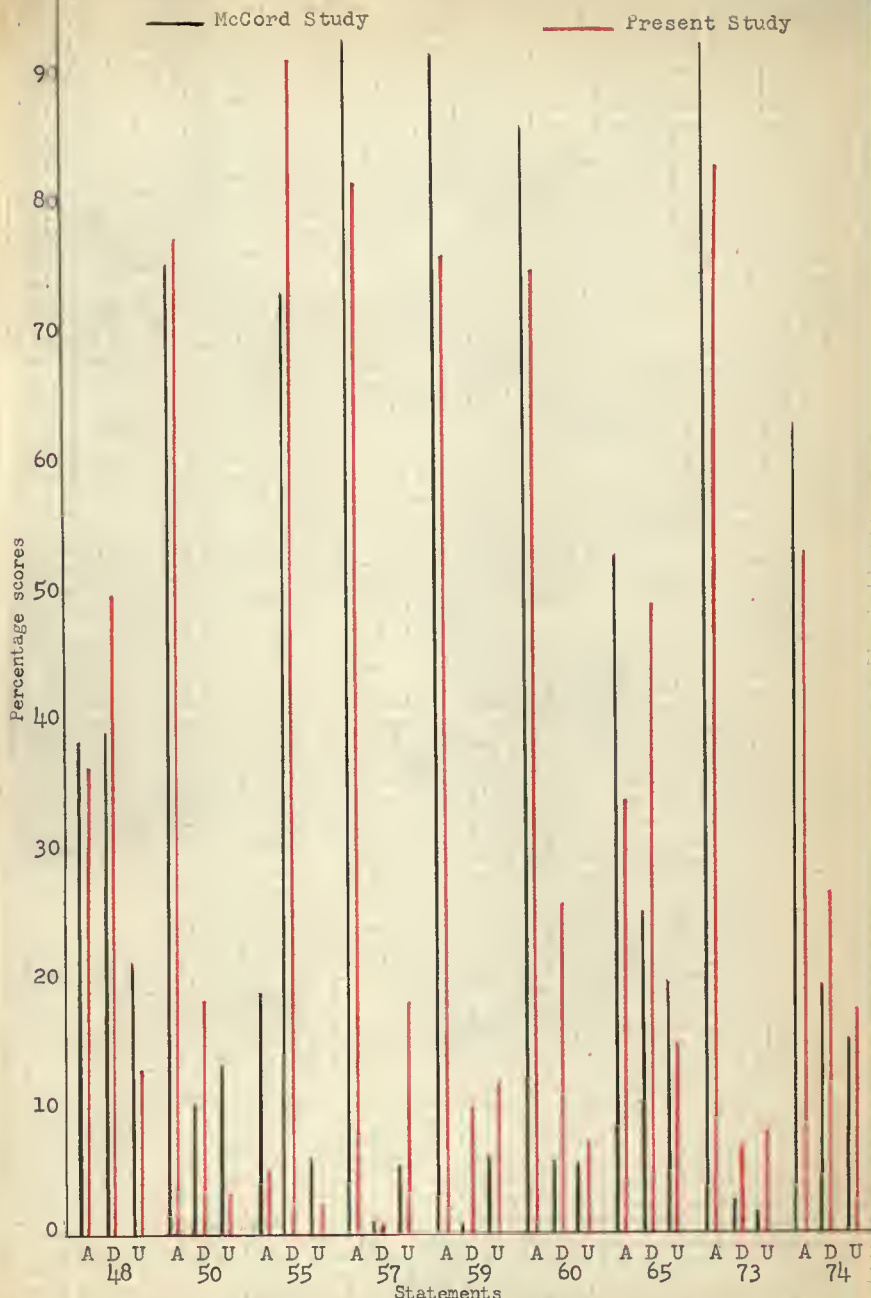


Fig. 5. Comparison of statements differing in response.

recorded in Table 10.

Table 10. Comparison of percentage scores showing a difference between the two studies of more than ten percent of agreement, or disagreement, with the key.

Marriage preparation								
McCord study				:	Present study			
Statement Key	A	D	U	:	A	D	U	
				:				
79	A	87.4	4.0		75.8	5.4	18.8	
83	A	24.7	61.5		52.7	33.9	13.4	
84	A	42.6	31.0		56.2	25.9	17.9	
86	A	74.7	13.8		55.4	19.6	25.0	
87	D	57.5	25.9		75.0	10.7	14.3	
88	A	67.8	16.7		45.5	14.3	40.2	
90	A	78.7	9.2		68.8	9.8	21.4	
92	A	35.1	48.8		24.1	42.9	33.0	
95	A	73.0	15.5		51.8	34.8	13.4	
96	A	57.5	31.6		89.3	2.7	8.0	
109	D	88.4	6.9		77.7	15.2	7.1	

In statement 92, "There is no such thing as love at first sight," almost fifty percent of the students disagreed with the key. Uncertainty was indicated in this area especially in response to statements 83, 84, 86, 88, and 90. These refer particularly to statistics in reference to age for marriage, broken homes, divorces, and the engagement period. The value of having many friends seemed puzzling to many of these students. The graphing of the statements presented in the above table portrays the differences in response by both groups.

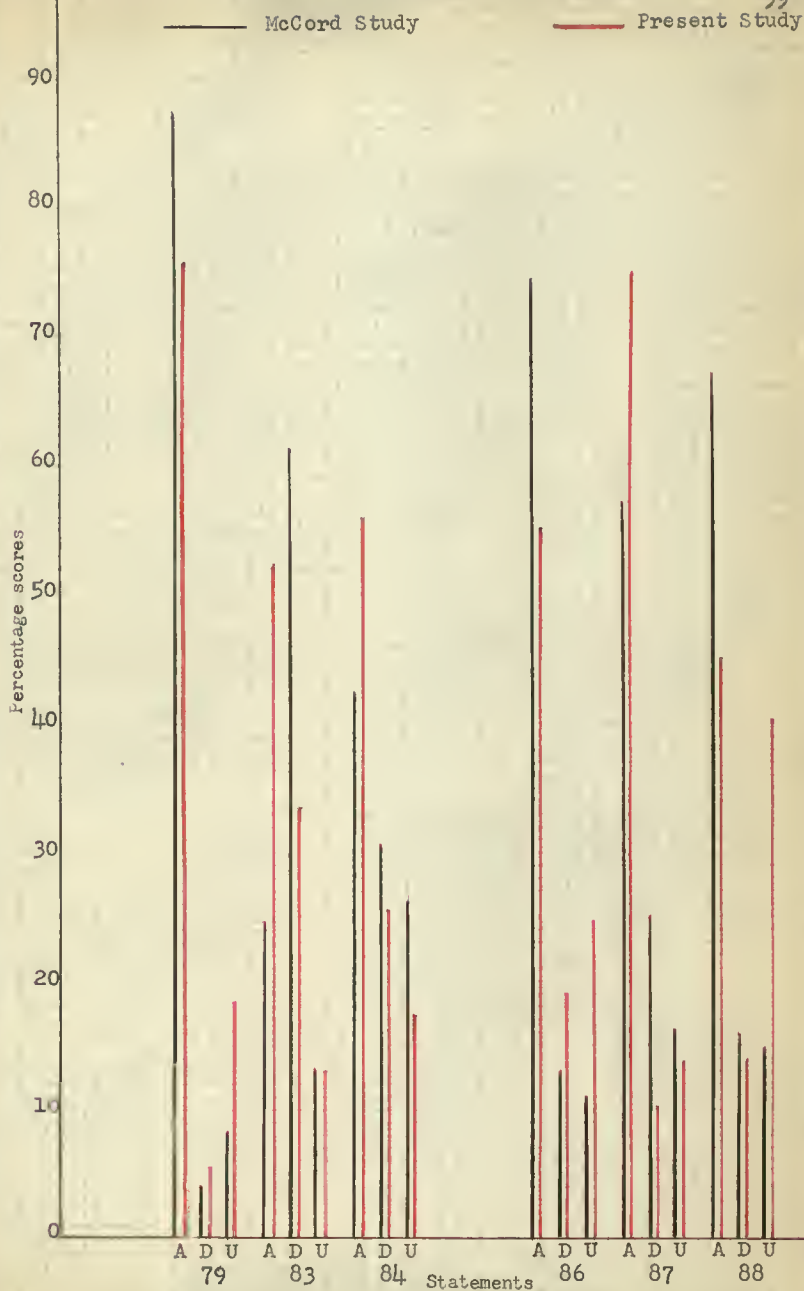


Fig. 6. Comparison of statements differing in response.

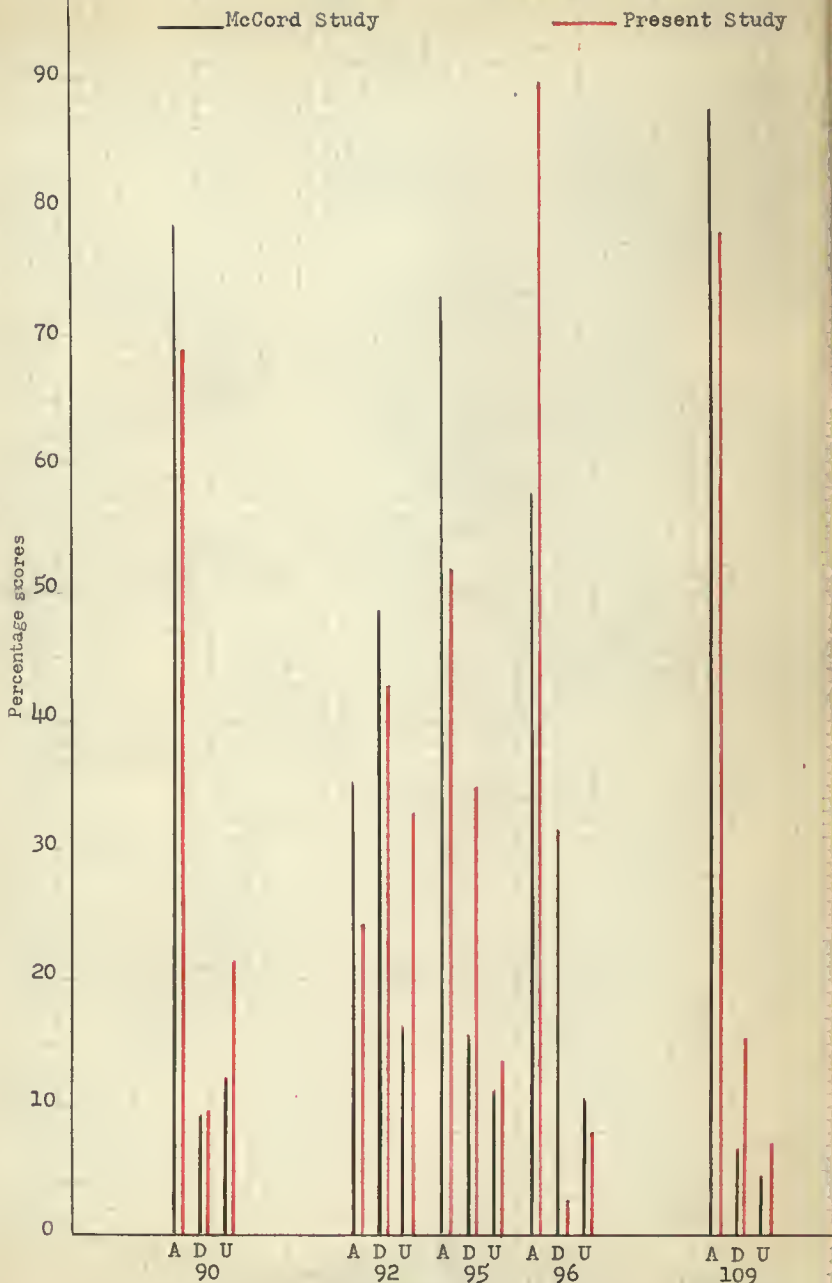


Fig. 6. Comparison of statements differing in response.

This is indicated in Figure 6.

In the area of Child Development there was evidence of more than twenty percent of the students disagreeing with the key in more than half of the statements in both studies. The uncertainty expressed by the students in both of these studies had a high percentage. Those statements and percentage scores recorded in table form showed a difference between the studies of more than ten percent of agreement, or disagreement, with the key.

The area of Child Development had eight statements: 112, 113, 117, 125, 128, 132, 140, and 148 in which more than fifty percent of the students in both studies disagreed with the key. Five of these statements refer to the attitude of parents towards child development: care given to the child, understanding of the reactions of the child, discipline, and the purpose of an allowance. Three of the statements refer to factual knowledge: feeding of the child, the need for affection, co-operative play, and some of the reactions of the two and three year old child.

The responses, by the students of both studies, to statements in the area of Child Development showed more uncertainty than was expressed in the other three areas. In the present study, more than forty-five percent of the students expressed uncertainty in response to statements 110, 121, and 128. In the McCord study, the response of uncertainty to these statements was slightly more than twenty, ten, and twenty-four per-

cent respectively. These statements refer to marking a child before birth, body proportions of the infant, and affection and love affecting growth. A graph of Table 11 is presented in Figure 7.

Table 11. Comparison of percentage scores showing a difference between the two studies of more than ten percent of agreement, or disagreement, with the key.

Child Development							
		McCord study			Present study		
Statement Key		A	D	U	A	D	U
110	D	67.2	12.1	20.7	28.6	25.9	45.5
111	A	71.3	16.1	12.6	60.7	25.9	13.4
112	D	44.3	43.1	12.6	36.6	57.1	6.3
113	D	37.4	47.7	14.9	30.3	64.3	5.4
114	D	56.9	30.5	12.6	30.3	64.3	5.4
117	D	27.6	51.1	21.3	8.9	85.7	5.4
121	A	82.2	6.9	10.9	42.0	11.6	46.4
124	D	63.4	37.4	9.2	37.5	54.5	8.0
125	A	47.1	46.6	6.3	32.1	56.3	11.6
127	D	53.4	24.1	22.5	42.9	42.9	14.2
128	A	32.2	43.1	24.7	21.4	29.5	49.1
130	D	51.8	24.1	24.1	35.7	34.8	29.5
132	D	42.0	37.4	20.6	42.9	46.4	10.7
136	D	63.8	13.8	22.4	42.8	25.9	31.3
137	A	55.7	27.6	16.7	49.1	40.2	10.7
138	D	51.1	28.8	20.1	67.0	23.2	9.8
140	D	32.8	39.7	27.6	14.3	71.4	14.3
146	D	75.9	16.6	7.5	61.6	29.5	8.9
147	A	76.4	9.2	14.4	66.1	13.4	20.5
148	D	40.2	37.2	22.4	38.4	49.1	12.5
149	A	79.3	8.0	12.7	69.8	11.6	19.6

It may be noted that although the key responses to many of the statements in the four areas was "Agree", the response

given by the students in both these studies was often more than fifty percent disagreement with the key. When uncertainty was expressed by the students in one study it was often expressed in the same manner in the other study. This might be an indication of the similarity of the thinking of today's youth.

The subjects of the McCord study seemed to have more factual knowledge regarding child development than those of the present study. This was shown by the higher percentage of agreement with the key by the subjects in the McCord study. This might be due to the differences in age since the subjects were college freshmen versus senior high school students.

Comparison of Test and Retest....Experimental Group

At the end of the first semester the McCord Agree-Disagree test was again administered to the students of the experimental group. These students had taken the Family Living course, and an analysis of the retest helped to determine the possible change in attitude and the factual knowledge acquired as a result of the course. This course given to the experimental group was chiefly concerned with the four areas: Personal Relations, Family Relations, Marriage Preparation, and Child Development. These were the areas stressed in the McCord test. Because of a need indicated by the results of the first test, a greater emphasis was placed on the teaching of present-

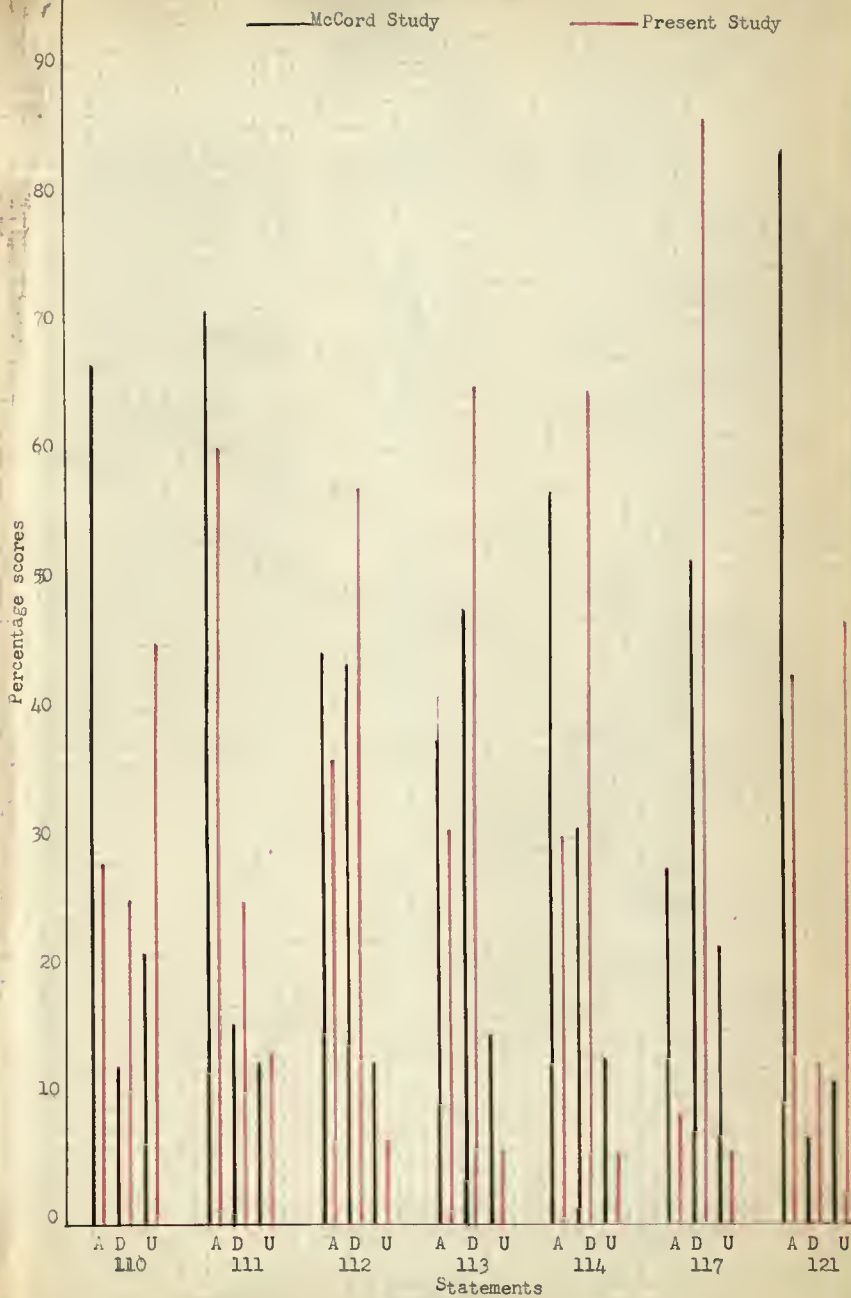


Fig. 7. Comparison of statements differing in response.

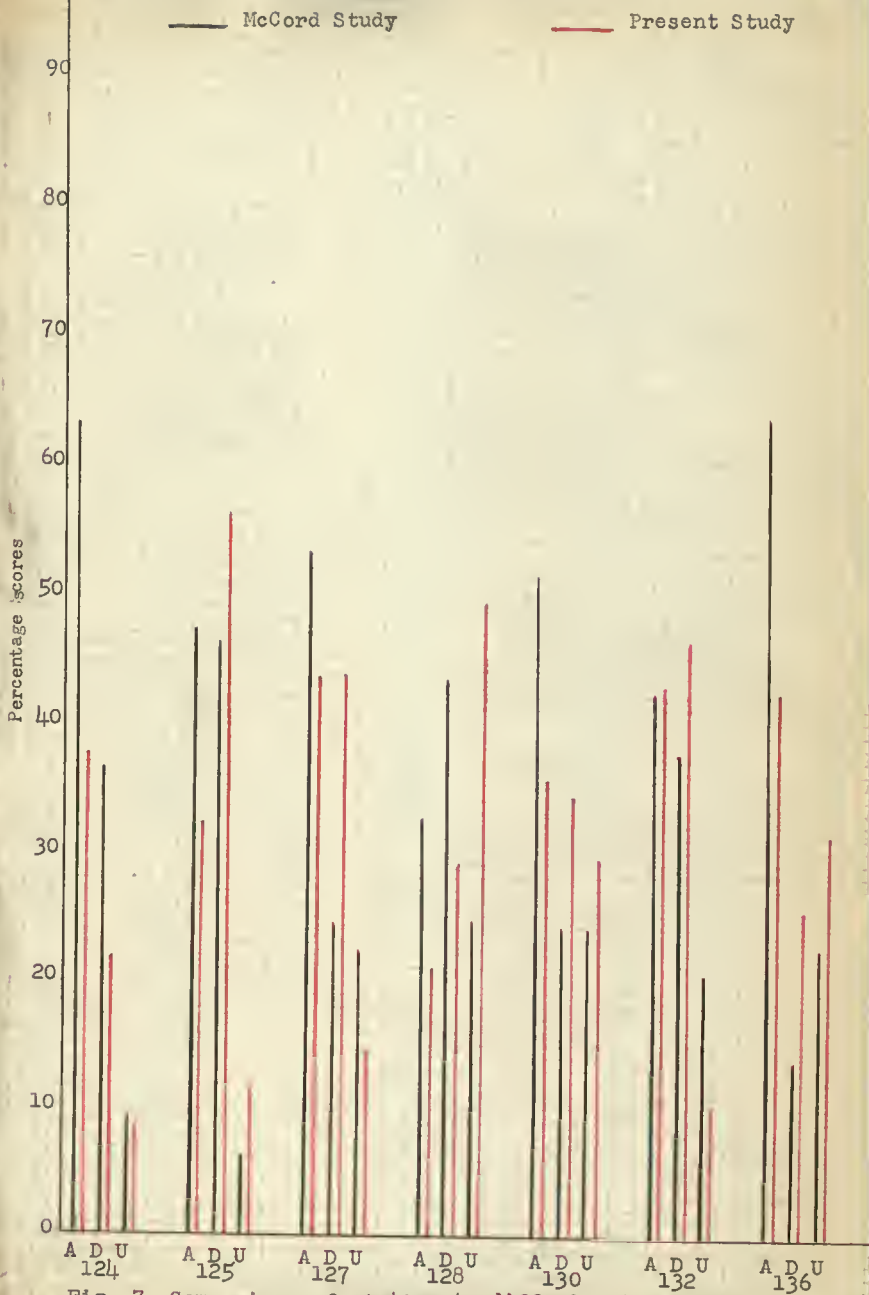


Fig. 7. Comparison of statements differing in response.

Child Development (concl.)

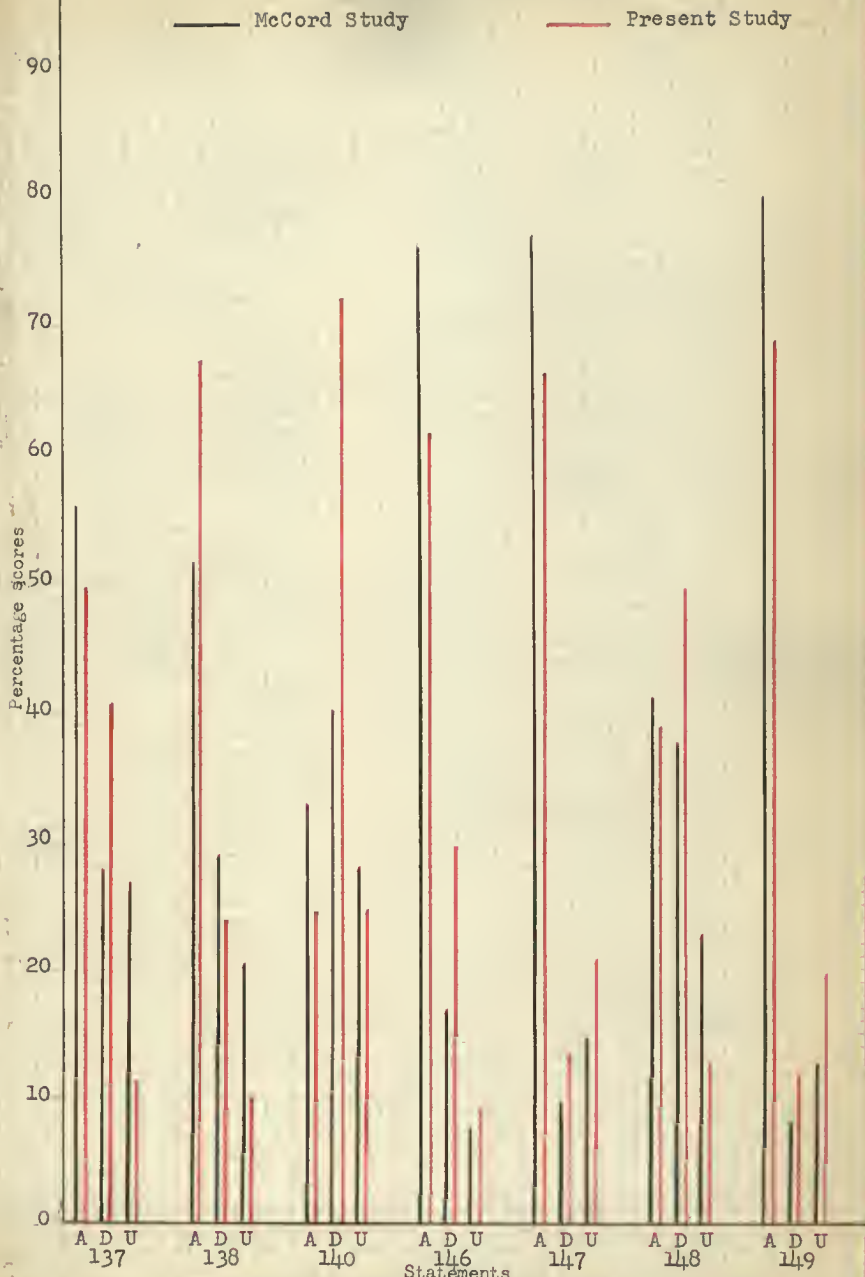


Fig. 7. Comparison of statements differing in response.

day concepts underlying those statements in which a negative response had been given or where uncertainty was expressed.

The coefficient of correlation was found to indicate the relationship existing between the two tests. The coefficient of correlation was .77. According to Hull (1927) the significance is indicated thus: "From .70 to .80 indicates marked relationship and is of high prognostic value." This might indicate that it would be of advantage to have Family Living courses in our high schools.

A significant factor in the comparison of the two tests is that each student had a higher score in the second test than in the first test. The range of increase in the responses which are in agreement with the key was from 69 to 117 in the first test; from 100 to 132 in the second test. There was a range increase from eight to twenty-eight percent. Table 12 gives the results in percentage values of the two tests, and indicates the increase for each student in the experimental group. A comparison of the complete results of the two tests given to the experimental group is given in Table 17 (Appendix). This is presented graphically in Figure 8 (Appendix).

Personal Relations. Taking each area separately, those statements were recorded wherein change, in the results of the second test when compared with the first test, was noted. Table 13 shows the percentage responses, in accord with the authoritative key, to those statements in the area of Personal Relations in which there was some indication of change

by the students either in attitudes or learned facts.

Table 12. The results in percentage values of the two tests given to the experimental group, and the increase resulting from a comparison of these tests.

Student	First test	Second test	Increase
1	66.6	84.6	18.0
2	62.0	70.0	8.0
3	67.3	80.0	12.7
4	46.0	70.6	24.6
5	52.0	70.6	18.6
6	61.3	78.6	17.3
7	58.0	79.3	21.3
8	66.0	80.6	14.6
9	68.6	78.6	10.0
10	63.3	84.0	20.7
11	61.3	77.3	16.0
12	60.0	68.6	8.6
13	76.0	85.3	9.3
14	56.0	68.6	12.6
15	61.3	78.0	16.7
16	60.6	80.0	19.4
17	52.0	66.6	14.6
18	59.3	72.6	13.3
19	63.3	83.3	20.0
20	68.6	82.0	13.4
21	54.0	70.6	16.0
22	66.0	76.0	10.0
23	52.6	68.0	15.4
24	56.0	70.6	14.6
25	78.0	88.0	10.0
26	62.0	80.6	18.6
27	60.0	76.6	16.6
28	63.3	76.0	12.7
29	54.0	82.6	28.6
30	64.0	78.6	14.6

In general, it might be said that a better understanding of self and of one's relations with others was indicated by the results of the second test as compared with the

first. Some statements referring to adolescent development were given more ratings of agreement with the key by the students. This might indicate a realization, to some extent, of the need to achieve a relative amount of independence, and of the need for adjustment during this period of adolescence.

Table 13. Comparison of statements showing percentage change in agreement or disagreement with the key, and uncertainty expressed, from test to retest.

Test				Retest			
Statement:Key:							
		A	D	U	A	D	U
1	A	73.3	26.7	0.0	90.0	10.0	0.0
3	D	70.0	20.0	10.0	80.0	16.7	3.3
6	D	80.0	13.3	6.7	96.7	3.3	0.0
7	A	36.7	56.6	6.7	60.0	33.3	6.7
8	A	86.6	6.7	6.7	100.0	0.0	0.0
10	A	16.7	60.0	23.3	76.6	16.7	6.7
11	A	33.3	16.7	50.0	56.6	26.7	16.7
12	A	46.7	43.3	10.0	60.0	33.3	6.7
13	A	83.3	6.7	10.0	96.7	3.3	0.0
14	D	73.3	10.0	16.7	80.0	16.7	3.3
16	D	96.7	3.3	0.0	80.0	13.3	6.7
17	D	70.0	26.7	3.3	90.0	10.0	0.0
18	A	66.7	13.3	20.0	56.6	26.7	16.7
19	D	46.7	40.0	13.3	53.3	46.7	0.0
22	D	46.7	40.0	13.3	53.3	46.7	0.0

There is evident need of more learning and more practice in the skills which develop what Duvall (1950) calls "smooth dating technique". Knowing what to do and when to do it; what to say and when to say it, seems to be a problem for many. The meaning of a good conversationalist was evidently

misunderstood by twenty percent of this group. The position of children in the family, their responsibilities and privileges as members of the family did not seem clear, as shown by the disagreement and uncertainty expressed in the retest to statements referring to these points.

Family Relations. In the area of Family Relations the greatest amount of change in attitude was toward the idea of a democratic family pattern. Table 14 shows the percentage response, in accord with the authoritative key, to those statements in the area of Family Relations in which there was some indication of change by the students in attitudes or learned facts.

It was in this area of Family Relations that the greatest amount of disagreement with the key had been expressed in the first test. There were a number of students indicating disagreement in the retest to many of the statements referring to the adolescent's reactions within the family group. Some statements in the retest showed, by the responses given, that some change in attitude was apparent regarding the role of parents in the family, as well as the place held by each family member.

It may be noted that several statements in which disagreement with the key had been indicated by the students in the first test showed almost the same amount of disagreement in the retest. These referred to jealousy of parents towards their children, and of children towards one another; the duties

Table 14. Comparison of statements showing percentage change in agreement or disagreement with the key, and uncertainty expressed, from test to retest.

Test				Retest			
Statement	Key	A	D	U	A	D	U
25	D	36.7	60.0	3.3	90.0	10.0	0.0
26	D	6.7	90.0	3.3	66.7	33.3	0.0
27	D	60.0	23.3	16.7	76.6	16.7	6.7
28	D	50.0	23.3	26.7	26.7	60.0	13.3
29	D	36.7	53.3	10.0	83.3	10.0	6.7
31	A	30.0	50.0	20.0	60.0	23.3	16.7
32	D	16.7	60.0	23.3	0.0	90.0	10.0
33	D	46.7	50.0	3.3	80.0	20.0	0.0
34	D	60.0	30.0	10.0	73.3	26.7	0.0
36	A	43.3	40.0	16.7	30.0	60.0	10.0
37	A	43.3	30.0	26.7	73.3	26.7	0.0
39	A	46.7	43.3	10.0	46.7	43.3	0.0
40	D	23.3	66.7	10.0	40.0	53.3	6.7
41	D	46.7	40.0	13.3	90.0	10.0	0.0
42	D	30.0	26.7	43.3	60.0	23.3	16.7
43	D	60.0	30.0	10.0	80.0	13.3	6.7
46	D	46.7	40.0	13.3	60.0	26.7	13.3
47	D	43.3	30.0	26.7	50.0	40.0	10.0
49	D	83.3	10.0	6.7	96.7	3.3	0.0
50	D	76.6	16.7	6.7	66.7	30.0	3.3
52	D	56.6	26.7	16.7	73.3	16.7	10.0
53	D	83.3	6.7	10.0	70.0	20.0	10.0
56	A	56.6	26.7	16.7	70.0	26.7	3.3
57	D	73.3	6.7	20.0	100.0	0.0	0.0
62	D	56.6	6.7	36.7	100.0	0.0	0.0
63	D	66.7	3.3	30.0	100.0	0.0	0.0
65	D	20.0	73.3	6.7	33.3	60.0	6.7
67	A	43.3	36.7	20.0	50.0	40.0	10.0
70	A	20.0	66.7	13.3	53.3	46.7	0.0
72	A	13.3	66.7	20.0	3.3	80.0	16.7
73	A	73.3	10.0	16.7	100.0	0.0	0.0
74	D	50.0	16.7	33.3	50.0	40.0	10.0
75	A	33.3	60.0	6.7	33.3	66.7	0.0
76	A	16.7	70.0	13.3	23.3	70.0	6.7

of the mother towards her children; the placing of teen-age confidences; and the responsibility which parents have towards children. This might indicate that further study is needed in this area.

Table 15. Comparison of statements showing percentage change in agreement or disagreement with the key, and uncertainty expressed, from test to retest.

Statement	Key	A	D	U	A	D	U	
77	D	40.0	50.0	10.0	0.0	93.3	6.7	
79	A	66.7	3.3	30.0	96.7	3.3	0.0	
81	D	83.3	6.7	10.0	86.6	6.7	6.7	
83	A	60.0	30.0	10.0	66.7	20.0	13.3	
84	A	60.0	10.0	30.0	90.0	6.7	3.3	
85	D	60.0	23.3	16.7	73.3	20.0	6.7	
86	A	60.0	16.7	23.3	50.0	40.0	10.0	
88	A	53.3	20.0	26.7	60.0	26.7	13.3	
89	A	86.6	6.7	6.7	86.6	10.0	3.3	
91	D	30.0	30.0	40.0	16.7	60.0	23.3	
92	A	23.3	46.7	30.0	50.0	43.3	6.7	
93	D	60.0	16.7	23.3	40.0	53.3	6.7	
94	D	50.0	23.3	26.7	36.7	50.0	13.3	
95	A	53.3	36.7	10.0	56.6	36.7	6.7	
97	D	13.3	80.0	6.7	26.7	70.0	3.5	
98	D	50.0	33.3	16.7	60.0	36.7	3.3	
102	D	50.0	30.0	20.0	60.0	33.3	6.7	
103	D	26.6	6.7	16.7	90.0	6.7	3.3	
105	D	53.3	20.0	26.7	80.0	20.0	0.0	
109	D	80.0	13.3	6.7	100.0	0.0	0.0	

Marriage Preparation. In the area of Marriage Preparation, more agreement with the key was shown in the responses given by the students in the retest. The percentage increase of agreement with the key, however, was rather small.

Table 15 shows the percentage response, in accord with the authoritative key, to those statements in this area in which there was some indication of change.

Possible reasons for some of the disagreement in this area has been explained in the discussion of the results of the first test. In the opinion of the writer, statements referring to marriageable age, divorce, engagement, and adjustments in marriage should have resulted in more agreement with the key than was expressed in the responses given in the retest. The Catholic attitude in regard to these points is stressed in religion classes and so one might have expected greater response of agreement. Since marriage is the vocation of the majority of students these points should be well understood.

Child Development. In the area of Child Development, the retest showed a definite need for a better understanding of child behavior. Although some of the students showed an increase in agreement with the key in the retest, there was still considerable disagreement expressed. Table 16 shows the percentage response, in accordance with the authoritative key, to those statements in this area in which there was some indication of change.

After the retest there was fifty percent or more disagreement with the authoritative key for statements 112, 113, 114, 129, 132, 141, and 148. Several of these statements refer to basic home training. The students disagreeing with these

statements seem unaware of some of the more important duties and obligations of parents towards their children. Expecting too much of the small child, or not knowing what to expect may later prove a definite problem to those students.

Table 16. Comparison of statements showing percentage change in agreement or disagreement with the key, and uncertainty expressed, from test to retest.

			Test			Retest		
Statement	Key		A	D	U	A	D	U
110	D		30.0	23.3	46.7	90.0	10.0	0.0
111	A		60.0	26.7	13.3	93.3	6.7	0.0
112	D		23.3	66.7	10.0	33.3	60.0	6.7
113	D		30.0	66.7	3.3	50.0	46.7	3.3
114	D		33.3	60.0	6.7	50.0	46.7	3.3
115	A		73.3	10.0	16.7	100.0	0.0	0.0
117	D		6.7	83.3	10.0	83.3	10.0	6.7
121	A		36.7	6.7	56.6	96.7	3.3	0.0
123	A		56.6	26.7	16.7	86.6	6.7	6.7
124	D		33.3	60.0	6.7	80.0	20.0	0.0
125	A		36.7	50.0	13.3	70.0	23.3	6.7
126	D		60.0	26.7	13.3	60.0	26.7	13.3
127	D		40.0	60.0	0.0	76.6	16.7	6.7
128	A		30.0	30.0	40.0	86.6	6.7	6.7
129	D		46.7	23.3	30.0	43.3	50.0	6.7
130	D		40.0	30.0	30.0	66.7	30.0	3.3
131	D		66.7	30.0	3.3	90.0	10.0	0.0
132	D		36.7	43.3	20.0	30.0	66.7	3.3
133	D		73.3	16.7	10.0	66.7	30.0	3.3
134	D		60.0	13.3	26.7	80.0	13.3	6.7
136	D		40.0	30.0	30.0	60.0	23.3	16.7
137	A		66.7	30.0	3.3	80.0	20.0	0.0
140	D		13.3	66.7	20.0	73.3	26.7	0.0
141	D		10.0	80.0	10.0	36.7	60.0	3.3
143	D		60.0	20.0	20.0	90.0	10.0	0.0
146	D		66.7	13.3	20.0	96.7	3.3	0.0
147	A		66.7	10.0	23.3	80.0	13.3	6.7
148	D		30.0	60.0	10.0	50.0	46.7	3.3
149	A		66.7	10.0	23.7	90.0	6.7	3.3

SUMMARY AND CONCLUSIONS

The purpose of this study was to ascertain the attitudes and concepts held by senior high school students towards family life, and to determine the value of offering Family Living courses for them. The McCord Agree-Disagree Test was chosen for this study since it covers the most important phases of family living: personal relations, family relations, marriage preparation, and child development.

A questionnaire was answered by one hundred twelve high school seniors preparatory to taking the McCord test. This questionnaire gave some idea of the background of the students and so was a help in analyzing data. Both the questionnaire and the test were administered before the opening of the scholastic term in September. The test, consisting of one hundred fifty statements, was scored on the basis of one point per statement according to key answers given to the McCord test. The statements were marked "Agree," "Disagree," or "Uncertain."

For the purpose of test analysis, three groupings were made: (1) the experimental group, the thirty who registered for the Family Living course; (2) the control group, the eighty-two remaining seniors; and (3) the total group, the one hundred twelve who took the test. A histogram, representing the frequency distribution of scores, was constructed for each group to show how data were grouped. To express the

standing of the group as a whole, the mean was determined for each group. This resulted in a slightly higher percentage for the experimental group than for the other two groups. Since the range was very close, the experimental group was considered typical of the group as a whole.

The standard deviation showed how widely the scores were scattered about the mean. There was a greater scatter in the control group than in the experimental group. The majority of scores tended to cluster about the mean in both these groups. However, there was a tendency for the scores in the experimental group to lean towards the higher scores. In the experimental group, sixty-six percent of the scores were above 90; fifty-four percent, in the control group; and fifty-eight percent in the total group.

A comparison of the test results in the areas of Personal Relations, Family Relations, Marriage Preparation, and Child Development when studied showed where emphasis needed to be placed in formulating a course for Family Living. The course was planned accordingly and given to the experimental group during the first semester.

A comparison of the results of the McCord study was made with the results of the present study. Percentage scores showing a difference between the two studies of more than ten percent of agreement, or disagreement, with the key, were recorded.

A retest of the McCord Agree-Disagree test was given to the experimental group at the end of the first semester to note any change that might have resulted. The coefficient of correlation was determined. The range and average increase were noted and depicted graphically.

Taking the group as a whole, there was more disagreement with the key in the area of Family Relations than in any other area. Child Development ranked next. Much uncertainty was expressed in all four areas.

The response to the statements in the area of Personal Relations showed the need for the student to develop attitudes leading to better relationship within the family; to see the place she holds within that family; to have some understanding of the development of the adolescent, and to realize the importance of character development so necessary today for the maintaining of ideals. It is desirable that the student attain a correct concept of the Catholic Church's attitude towards education, and so to use to the best of her ability the gifts with which God has endowed her.

The greatest amount of disagreement with the key and uncertainty was expressed by the students in the area of Family Relations. Family relationships are all-important. The family today is in the process of reconstruction and it is vitally necessary for young people to understand the basis for true Christian family living. The attitudes, concepts, and the

ideals the student forms within the family circle will vitally affect the life and actions of the student in later life. From the responses given by thirty-three of the girls, the tendency was toward a patriarchal family pattern. Democratic principles and their relations to each member of the family need to be understood by the student. The position not only of the student but of each member of the family seemed rather confusing to the student. Little cooperation between family members was evident from the responses given by forty of the girls.

Many of the students were inclined to be rather lenient with the husband's role in the family, while the mother was expected "to settle all household difficulties," "to be responsible for the training of the child," "to put the child's interest above all else," "to give up all outside activities to care for the child," and "not to expect any help from the husband." In addition, the mothers were criticized by some of the students claiming that "wives did not organize their housework," and "had too much leisure." They did not, however, approve of the mother working outside the home.

In some instances, the students were contradictory. They believed "parents were not strict enough," and yet these same students thought "parents expect too much from their children." The understanding between parent and child, which is basic for a development of satisfying relations within the family group,

seemed sometimes to be lacking.

More students expressed uncertainty in the area of Marriage Preparation than in the other three areas. If marriages are to result in successful family living, then the purpose and obligations of marriage should be clearly understood. The amount of uncertainty showed confusion in regard to the conditions existing in many of the families of today. The students were doubtful about characteristics that make for a successful marriage. A thorough discussion and understanding of the encyclical on "Christian Marriage" by Pope Pius XI should lead to a realization of the problems involved in preparation for marriage, and of the Church's attitude towards the solution of these problems.

The disagreement with the authoritative key expressed in the area of Child Development seemed to be due either to a lack of knowledge on the part of the students, or of experience with children. A knowledge of facts can easily be imparted, and may readily be accepted by the student. Therefore, this area might well be taken care of in a Family Living course. It is the change of attitude that is more difficult to effect. An attitude held over a period of time does not change quickly. The three areas of Personal Relations, Family Relations, and Marriage Preparation are, to a large extent, based on attitudes. An understanding of a child's reactions at different stages of development will help the student in problems cen-

cerning child guidance.

In all four areas the uncertainty expressed by the students in response to the statements of the test was often much greater than the disagreement with the key. This clearly indicates the need for imparting present day concepts if the children of today, who are to become the parents of tomorrow, are to establish happy family relations.

The comparison made with the McCord study showed the similarity of attitudes and concepts held by students in different sections of the country. The percentage difference between the two studies, evident in some of the responses, may have been due to the fact that the girls of the McCord study were college freshmen; the present study, high school seniors. The subjects of the McCord study were for the most part from public high schools; in the present study, all were Catholics in a parochial school.

The results of the test given at the beginning of the school term showed definite need for a presentation of right attitudes together with factual knowledge particularly in the area of family relationships and child development.

In the first test given to the experimental group, almost forty percent of the students disagreed with the key in their responses. After the second test, about twenty-four percent of the group showed disagreement. However, there were three statements (22), 32), and (55) which, from a Catholic viewpoint,

call for disagreement with the key. With number 22, forty percent of the group disagreed with the key in the first test; in the retest, forty-six percent disagreed showing only a slight increase in percentage. Reasons for this might be faulty teaching, the realization that attitudes are not changed so quickly, or a materialistic outlook which is affecting our youth today. With number 32, sixty percent disagreed with the key in the first test; in the retest, ninety percent disagreed; the rest were uncertain. With number 55, ninety-three percent disagreed with the key in the first test; in the retest, all disagreed. There were twelve other statements affected by Catholic teaching but not contrary to the authoritative key. These statements, one might expect, would have a higher percentage of agreement than was shown by the responses given.

The average score translated to percentage value for the first test, for the experimental group, was sixty-one percent. After a one semester course emphasizing the four areas discussed in this study, a percentage of seventy-six was obtained. Although the difference in these percentages is slight, it is an indication that Family Living courses might be of value to the student.

There was evidence that the course had helped the student acquire some of the knowledge necessary to make a success of marriage, and had helped to bring about a change of attitude

toward certain aspects of family life. That there was still a great deal of disagreement might convince one that a one semester course is not sufficient.

The writer was interested in obtaining the students' reaction to the course. At the close of the year, the experimental group were asked to answer the following questions:

(1) What have you obtained from the Family Living course that will benefit you in your future life? (2) Would you recommend the course for the seniors next year? Give your reasons.

It was significant that, when recommending the course for the coming year, all suggested giving a year's course instead of a semester although this had not been specifically asked. The one semester course had been chosen in preference to a year's work in order to reach a larger percentage of students. Family Living courses are relatively new in many of the high school curricula, and therefore it has been difficult to fit these courses into the regular high school schedule. However, after retesting, it was clear that a one semester course is hardly sufficient to cover thoroughly these four areas: Personal Relations, Family Relations, Marriage Preparation, and Child Development.

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APPENDIX

QUESTIONNAIRE

PLEASE PRINT

Name _____ Age _____

Mother's Name _____

Mother's Education: Circle the last completed:

High School 1 2 3 4

College 1 2 3 4

Father's Name _____

Father's Education: Circle the last completed:

High School 1 2 3 4

College 1 2 3 4

Brothers: Ages: _____ Circle those living in your home

Sisters: Ages: _____ Circle those living in your home

Do you like children? _____ Why, or why not? _____

Have you the chance to be with small children? _____

When? _____

List the number of these, other than your immediate family,
who are living in your home:

Grandparents _____ Aunts _____ Uncles _____ In-laws _____

Nieces _____ Nephews _____ Others _____

Do you live with your mother and father? _____

From the following sources of reading material, list those that
come into your house:

Newspapers _____

Magazines _____

Books _____

QUESTIONNAIRE (concl.)

About how many books have you read within the past year?_____

List those you remember best:_____

What do you and your family do together which you enjoy?_____

Do you do part-time work outside your home?_____

What kind?_____What is your salary?_____

How do you get your spending money? Allowance?_____

As you need it?_____Other ways?_____

Do you have a part in family discussions of money matters?_____

Who makes the decisions in regard to money matters?_____

Have you a hobby?_____What is it?_____

To what clubs or organizations do you belong?_____

Do you expect to go to college?_____

What do you plan to do when your school days are at an end?_____

Directions: Following are statements concerning personal and family relations, marriage, and child guidance. You are to indicate if you agree with the statement, disagree with it, or are uncertain about your feeling. You will know of exceptions to some of the statements, but if you agree more than you disagree, indicate by answering Agree; if you disagree more than you agree, answer Disagree; if you are uncertain how you feel, answer Uncertain. On the answer sheet place an X in the square under the column of your choice.

Example 1. Babies walk at nine months.
(Answer shows "Disagree").

1 A D U
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- | | |
|--|---|
| 1. Adolescents want to be free of parental authority. | 12. Timid people usually are not popular. |
| 2. As a person gains more freedom he should be able to assume more responsibility. | 13. Learning to understand children helps us understand ourselves. |
| 3. It is better for a high school boy or girl to have a few close friends rather than a wide variety of friends. | 14. Temper is an inherited trait. |
| 4. It is during the teen years that many of the most important decisions of one's life are made. | 15. Adolescents regard the opinions of their parents more highly than those of their friends. |
| 5. A person should do what the rest of the gang wants to do even if he feels that it is not right. | 16. A good conversationalist is a person who talks a lot. |
| 6. Reputation and character are the same. | 17. It is more important for girls to be well-groomed than for boys. |
| 7. If we do not get along well in our family we probably will not get along well with others outside the family. | 18. Boys in the family are allowed more privileges than girls. |
| 8. It is normal for adolescent boys and girls to want to be independent. | 19. Boys and men have an easier time in life than do girls and women. |
| 9. Personality is inherited. | 20. If a person shows affection, it is a sign that he is "soft". |
| 10. If a person feels the need to boss others he is not mature. | 21. Adults lead a free, unrestricted life. |
| 11. Persons who have been frustrated often become aggressive. | 22. Separate schools for boys and girls are best during adolescence. |
| | 23. Shyness or popularity are not inherited, but are learned. |
| | 24. Children should be seen but not heard. |

25. The mother should have the responsibility for training the children.
26. The father should be the head of the family.
27. The mother should be the "go-between" in children's relationships with their father.
28. Mothers are too easy on their children.
29. The father should be the disciplinarian in the home.
30. A good family life is the source of the greatest happiness in life.
31. If a wife works outside the home, the husband should expect to help with the house-keeping.
32. If a husband and wife do not get along well together, having a child will help bind them together.
33. All children in the family should have the same restrictions and privileges.
34. A husband should not bring his business problems home.
35. A wife should be responsible for settling household problems by herself.
36. Parents are more strict with their older children than with younger ones.
37. Younger children in the family usually find it easier to be friendly than does the oldest child.
38. The arrival of the first baby presents many problems and adjustments for a young married couple.
39. Jealousy between children in the same family is natural and to be expected.
40. The main reason for so much juvenile delinquency today is that parents are not strict enough.
41. Parents have a right to expect children to be home at the hour specified, regardless of circumstances.
42. Democratic practices are not suitable for most families because of differences in age of the members.
43. If a man suffers a financial loss in business, he should try to keep his children from knowing about it.
44. No two children in the family ever have exactly the same environment.
45. Conflicts between parents and children are to be expected during adolescence.
46. In order to help the child develop strength of character he should not be given much sympathy by other family members.
47. Competition between children in a family is desirable.
48. It is the responsibility of parents to protect children from hardships.
49. If a child resents being teased by other members of the family, he should be teased more often so that he will learn to "take it".
50. Most parents pry and snoop into the affairs of their adolescent children.
51. Parents expect too much from their children.
52. The husband's role in family life is more difficult than the wife's.

53. Most men would be better off if they remained single.
54. Most parents set rules and regulations for their children just so they can show who is boss.
55. Women should not work outside the home after marriage unless it is a financial necessity.
56. Parents are overly concerned about the way their child's behavior will look to the neighbors.
57. If an adult would rather remain at home than marry, it is a sign that his parents have done a good job of bringing him up.
58. Constant quarreling between parents will seriously affect the emotional life of a child.
59. Sometimes people become ill in order to get their own way.
60. Many women resort to crying in order to get their own way.
61. Running a home is a dull, monotonous job.
62. The husband should manage the family money.
63. The wife should manage the family money.
64. The husband and wife should share responsibility for managing the family money.
65. A mother should put her children's interest above everything else.
66. Every family should take time to play together.
67. Some fathers are jealous of their own children.
68. Entertaining friends requires a great deal of money.
69. A child should not bring his friends home to play if they mess up the house.
70. Women do not organize their housework.
71. Wives have too much leisure time.
72. Men work too hard.
73. Every person needs a hobby.
74. A mother should give up outside activities while her children are small.
75. It is easier to confide in a friend than in one's parents.
76. Parents talk too much about their children.
77. The standards of dating couples should be largely the responsibility of the girl.
78. In "petting", it is all right for the boy to "go as far" as a girl will let him.
79. Most marriages could succeed if both partners care more about the relationship than they do about their personal whims.
80. Knowing a girl's family before marriage is not important.
81. A good marriage is one in which there are no problems, no adjustments, no conflicts.
82. Boys and girls need courses in family living.
83. Boys and girls tend to marry at an earlier age today than did their grandparents.
84. More teen age marriages end in divorce than those of any other age group.

85. A couple who goes steady through high school and college is more apt to have a happy marriage than if they date widely.
86. Individuals from homes in which the parents are happily married are a better marriage risk than those from broken homes.
87. The engagement period is no longer considered a necessary prelude to marriage.
88. There is a strong relationship between the length of time a couple have known each other and the permanence of their marriage.
89. One of the best ways to prepare for marriage is to begin before marriage to adjust cooperatively to others.
90. Individuals who have a wide variety of friends through their development have a more successful marriage than those who lead a more isolated existence.
91. Most of the problems of married life are due to sexual maladjustment.
92. There is no such thing as love at first sight.
93. If you are once in love with a person you will always be in love with him.
94. People expect less of each other in marriage than they used to.
95. It is desirable to marry someone of the same educational level as yourself.
96. If a couple is not willing and ready to accept the responsibility of having a baby, they are not mature enough to marry.
97. Marriage should be a private affair between the two individuals, not a matter for public regulation.
98. It is the bridegroom's privilege to assume full responsibility for planning the honeymoon.
99. Wide differences in religious belief are often a cause of conflict in marriage.
100. A couple should have medical examinations before they are married.
101. A couple should not get married until they are able to live at the same financial level as their parents.
102. A secret marriage is desirable under some circumstances.
103. It is best to marry someone who is your exact opposite.
104. It takes work to make a marriage succeed.
105. Differences in interests are seldom a cause of conflict in marriage.
106. Boys should conform to the same moral standards as girls.
107. A boy who drinks heavily is not a good marriage prospect.
108. If a boy does not have sexual experience before marriage, he is a sissy.
109. Helping with the housework is not masculine.
110. It is possible for a mother to mark her baby before birth.
111. No baby resembles one parent or the other completely.
112. The most important function of the home is to provide physical care for children until they are grown.

113. A good child is one who keeps clean and neat, and obeys his parents.
114. Children should be taught to obey without question.
115. A child would rather be punished than be ignored.
116. Children need loving as much as they need food.
117. If a child uses bad language, he should be punished.
118. Discipline and punishment are the same.
119. New methods of discipline consist of letting a child do as he pleases as long as he doesn't hurt anyone else.
120. The same rules apply in raising all children.
121. A baby's head is larger in proportion to his body than is the adults.
122. The average baby weighs about seven pounds at birth.
123. The eyes of a new baby do not focus together, causing him to look cross-eyed.
124. Babies have to be taught to walk.
125. Modern feeding of babies follows the plan of letting the baby be fed whenever he wants to eat.
126. It is easy to have babies trained to use the toilet by the time they are one year old.
127. If a baby cries for attention, it is best to let him cry it out.
128. Babies who are cuddles and held close while being fed, grow faster and better than those who have their bottle propped up.
129. Thumb sucking is an indication that the baby is lacking something in his diet.
130. Physical restraint should be used if necessary to break a baby of the habit of thumb sucking.
131. A child of two who says "no" frequently is just being stubborn.
132. Children two and three years old play together cooperatively.
133. A child who is pushed to learn as fast as possible will learn more than if he is left to learn at his own rate.
134. Mechanical toys are best for young children.
135. It is natural behavior for a two year old to snatch and grab what he wants.
136. The age at which a child begins to talk is a measure of his eventual language ability.
137. Most children get their sex information from people outside the home.
138. When a child first asks questions about sex, you should tell him all you know about the matter.
139. Play is just as necessary for children as work is for adults.
140. If a child does not do his household duties, his allowance should be withheld.
141. The most important reason for having an allowance is to teach children how to save money.
142. Some boys are just born "sissies".

143. When children do not eat well, it is a good idea to tell them stories during the meal.
144. Small children should be expected to sit quietly at the table.
145. Boys should not be allowed to play with dolls.
146. Girls should be expected to stay cleaner than boys.
147. If a child is tired or unhappy, he tends to slip back into baby habits.
148. A child of two or three should be expected to say "please" and "thank you".
149. Many children who have been pushed to hurry dawdle more than ever.
150. Mothers are overly conscientious about trying to get children to eat well.

Table 17. Comparison of the scores of the experimental group in accordance with the key: (a) the test preceding the Family Living course, and (b) the test given after its completion; also the increase resulting.

Test					:	Retest			:
S	: Key :	A	D	U	:	A	D	U	: I
:	:				:				:
Personal relations									
1	A	22	8	0		27	3	0	5
2	A	28	2	0		28	2	0	0
3	D	21	6	3		24	5	1	3
4	A	24	3	3		24	5	1	0
5	D	29	1	0		29	1	0	0
6	D	24	4	2		29	1	0	5
7	A	11	17	2		18	10	2	7
8	A	26	2	2		30	0	0	4
9	D	30	0	0		29	1	0	-
10	A	5	18	7		23	5	2	18
11	A	10	5	15		17	8	5	7
12	A	14	13	3		18	10	2	4
13	A	25	2	3		29	1	0	4
14	D	22	3	5		24	5	1	2
15	D	18	11	1		18	11	1	0
16	D	29	1	0		24	4	2	-
17	D	21	8	1		27	3	0	6
18	A	20	4	6		17	8	5	-
19	D	14	12	4		28	2	0	14
20	D	27	1	2		29	1	0	2
21	D	28	0	2		29	1	0	1
22	D	14	12	4		16	14	0	2
23	A	27	1	2		27	2	1	0
Family relations									
24	D	29	1	0		29	1	0	0
25	D	11	18	1		27	3	0	16
26	D	2	27	1		29	10	0	18
27	D	18	7	5		23	5	2	5
28	D	15	7	8		8	18	4	-
29	D	11	16	3		25	3	2	13

S -Statement A-Agreement with key U -Uncertainty
D -Disagreement with key I -Increase in agreement

Table 17 (cont.).

		Test			:	Retest			:
S	Key	A	D	U	:	A	D	U	:
:	:				:				:
Family relations (cont.)									
30	A	30	0	0		30	0	0	-
31	D	9	15	6		18	7	5	9
32	D	5	18	7		0	27	3	-
33	D	14	15	1		24	6	0	10
34	D	18	9	3		22	8	0	4
35	D	24	4	2		24	4	2	-
36	A	13	12	5		9	18	3	-
37	A	13	9	8		22	8	0	9
38	A	26	2	2		28	2	0	2
39	A	14	13	3		14	16	0	-
40	D	7	20	3		12	16	2	5
41	D	14	12	4		27	3	0	13
42	D	9	8	13		18	7	5	9
43	D	18	9	3		24	4	2	6
44	A	20	4	6		22	6	2	2
45	A	27	3	2		26	2	2	-
46	D	14	12	4		18	8	4	4
47	D	13	9	8		15	12	3	2
48	D	12	16	2		13	14	3	1
49	D	25	3	2		29	1	0	4
50	D	23	5	2		20	9	1	-
51	A	4	24	2		2	27	1	-
52	D	17	8	5		22	5	3	5
53	D	25	2	3		21	6	3	-
54	D	24	5	1		26	2	2	1
55	D	2	28	0		0	30	0	-
56	A	17	8	5		21	8	1	4
57	D	22	2	6		30	0	0	8
58	A	30	0	0		30	0	0	-
59	A	25	2	3		27	3	0	2
60	A	25	2	3		28	0	2	3
61	D	29	1	0		30	0	0	1
62	D	17	2	11		30	0	0	13
63	D	20	1	9		30	0	0	10
64	D	29	1	0		30	0	0	1
65	D	6	22	2		10	18	2	4

S - Statement A - Agreement with key U - Uncertainty
D - Disagreement with key I - Increase in agreement

Table 17 (cont.).

Test				Retest				
S	Key	A	D	U	A	D	U	I
Family relations (concl.)								
66	A	30	0	0	29	1	0	-
67	A	13	11	6	15	12	3	2
68	D	29	1	0	27	3	0	-
69	D	27	1	2	29	1	0	2
70	A	6	20	4	16	14	0	10
71	A	1	29	0	1	29	0	-
72	A	4	20	6	1	24	5	-
73	A	22	3	5	30	0	0	8
74	D	15	5	10	15	12	3	-
75	A	10	18	2	10	20	2	-
76	A	5	21	4	7	21	2	2
Marriage preparation								
77	D	12	15	3	0	28	2	-
78	D	29	1	0	30	0	0	1
79	A	20	1	9	29	1	0	9
80	D	29	0	1	29	1	0	-
81	D	25	2	3	26	2	2	1
82	A	29	1	0	30	0	0	1
83	A	18	10	3	20	6	4	2
84	A	18	5	7	27	2	1	9
85	D	18	7	5	22	6	2	4
86	A	18	5	7	15	12	3	-
87	D	20	6	4	21	9	2	1
88	A	16	6	8	18	8	4	2
89	A	26	2	2	26	3	1	-
90	A	25	2	3	29	1	0	4
91	D	9	9	12	5	18	7	-
92	A	7	14	9	15	13	2	8
93	D	18	7	5	12	16	2	-
94	D	15	7	8	11	15	4	-
95	A	16	11	3	17	11	2	1
96	A	28	0	2	28	2	0	-
97	D	4	24	2	8	21	1	4
98	D	15	10	5	18	11	1	3
99	A	30	0	0	30	0	0	-

S - Statement A - Agreement with key U - Uncertainty
D - Disagreement with key I - Increase in agreement

Table 17 (cont.).

Test				Retest				
S	Key	A	D	U	A	D	U	I
Marriage preparation (concl.)								
100	A	29	1	0	30	0	0	1
101	D	27	2	1	29	1	0	2
102	D	15	9	6	18	10	2	3
103	D	23	2	5	27	2	1	4
104	A	29	1	0	28	2	0	-
105	D	16	6	8	24	6	0	8
106	A	21	4	5	21	6	3	-
107	A	27	2	1	28	2	0	1
108	D	29	1	0	29	1	0	-
109	D	24	4	2	30	0	0	6
Child development								
110	D	9	7	14	27	3	0	18
111	A	18	8	4	28	2	0	10
112	D	7	20	3	10	18	2	3
113	D	9	20	1	15	14	1	6
114	D	10	18	2	15	14	1	5
115	A	22	3	5	30	0	0	8
116	A	29	1	0	30	0	0	1
117	D	2	25	3	25	3	2	23
118	D	27	2	1	30	0	0	3
119	D	26	2	2	25	5	0	-
120	D	27	2	1	29	1	0	2
121	A	11	2	17	29	1	0	18
122	A	26	2	2	29	0	1	3
123	A	17	8	5	26	2	2	6
124	D	10	18	2	24	6	0	14
125	A	11	15	3	21	7	2	10
126	D	18	8	4	18	8	4	-
127	D	12	18	0	23	5	2	11
128	A	9	9	12	26	2	2	17
129	D	14	7	9	13	15	2	-

S - Statement A - Agreement with key U - Uncertainty
D - Disagreement with key I - Increase in agreement

Table 17 (concl.).

		Test			:	Retest			:
S	: Key :	A	D	U	:	A	D	U	: I
Child development (concl.)									
130	D	12	9	9		20	9	1	8
131	D	20	9	1		27	3	0	7
132	D	11	13	6		9	20	1	-
133	D	22	5	3		20	9	1	-
134	D	18	4	8		24	4	2	6
135	A	24	6	0		29	1	0	5
136	D	12	9	9		18	7	5	6
137	A	20	9	1		24	6	0	4
138	D	18	11	1		18	11	1	-
139	A	28	2	0		27	2	1	-
140	D	4	20	6		22	8	0	18
141	D	3	24	3		11	18	1	8
142	D	25	2	3		28	0	2	3
143	D	18	6	6		27	3	0	9
144	D	29	1	0		27	2	1	-
145	D	24	3	3		27	3	0	3
146	D	20	4	6		29	1	0	9
147	A	20	3	7		24	4	2	4
148	D	9	18	3		15	14	1	6
149	A	20	3	7		27	2	1	7
150	A	23	2	5		25	3	2	2

S - Statement A - Agreement with key U - Uncertainty
 D - Disagreement with key I - Increase in agreement

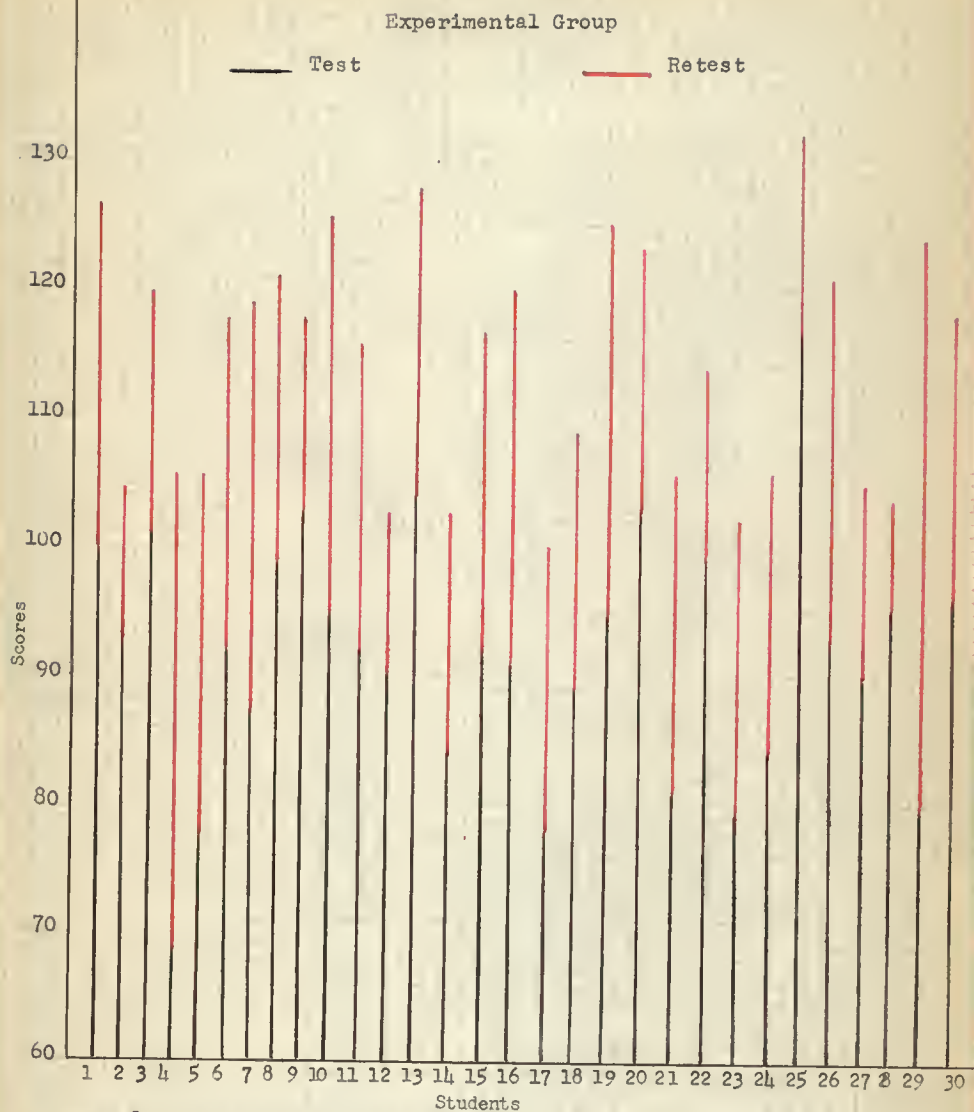


Fig. 8. Comparison of the results of the test and retest given to the experimental group.

THE NEED FOR FAMILY LIVING COURSES
IN CATHOLIC HIGH SCHOOLS

by

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AN ABSTRACT OF A THESIS

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The purpose of this study was to ascertain the attitudes and concepts held by senior high school girls towards family life as a basis for determining the value of offering Family Living courses for them. A questionnaire was answered by one hundred twelve senior high school girls preparatory to taking the McCord Agree-Disagree Test. The completion of this questionnaire gave some idea of the background of the student and so was a help in analyzing data.

For the purpose of test analysis, three groupings were made: (a) the experimental, (b) the control, and (c) the total group. To show how data were grouped, histograms were constructed. To express the standing of the group as a whole, the mean was determined for each group. The standard deviation showed how widely the scores were scattered about the mean.

A comparison of the test results, in the areas of personal relations, family relations, marriage preparation, and child development, showed where emphasis needed to be placed in formulating a course for family living. The course was planned accordingly and given to the experimental group during the first semester. A retest was given to this group at the end of the first semester to note any change that might have resulted. A comparison of the results of the McCord study was made with the results of the present study.

Taking the group as a whole, there was more disagreement with the key expressed in the area of Family Relations than in

any other area. Child Development ranked next. Much uncertainty was expressed in all four areas.

The responses to the statements in the area of Personal Relations showed the need for the student to develop attitudes leading to better relationships within the family; to see the place she holds within that family; to have some understanding of the development of the adolescent; and to realize the importance of character development.

The students expressed the greatest amount of uncertainty and of disagreement with the key in their responses to the statements in the area of Family Relations. From the responses given by 33 girls, the tendency was towards a patriarchal family pattern. The position not only of the student but of each member of the family seemed rather confusing to the student. Little cooperation between family members was evident from the responses given by 40 girls.

More uncertainty was expressed by the group in response to the statements in the area of Marriage Preparation than in the other three areas. The amount of uncertainty showed confusion in regard to the conditions existing in many of the families of today. The students were doubtful about characteristics that make for a successful marriage.

The disagreement with the key expressed by the group in response to the statements in the area of Child Development seemed to be due either to a lack of knowledge on the part of the

students, or of experience with children. The statements in the three areas of Personal Relations, Family Relations, and Marriage Preparation are, to a large extent, based on attitudes; those in the section on Child Development, on facts.

In all four areas a larger number of responses of uncertainty than disagreement with the key were expressed. This clearly indicates the need for imparting accepted concepts if the youth of today, who are to become the parents of tomorrow, are to establish happy family relations.

The comparison of the results of the present study with the results of the girls' group in the McCord study showed the similarity of attitudes and concepts held by students in different sections of the country. The differences evident in some of the responses may have been due to the fact that the girls of the McCord study were college freshmen; the present study, high school seniors. The subjects of the McCord study were for the most part from public high schools; the present study, all were Catholics in a parochial school.

In the first test given to the experimental group, almost forty percent of the group disagreed with the key. After the retest, about twenty-four percent of the group showed disagreement. However, there were three statements, (22), (32), and (55), which, from a Catholic viewpoint, call for disagreement with the key. There were twelve other statements affected by Catholic teaching but not contrary to the authoritative key. These, one

might expect, would have a higher percentage of agreement than was shown by the responses given to some of these statements.

The average for the first test, for the experimental group, was sixty-one percent. After a one semester course emphasizing the four areas discussed in this study, a percentage of seventy-six was obtained. Although the difference in these percentages is slight, it is an indication that Family Living courses might be of value to the student.